

PREDICTION OF JOB SATISFACTION BASED ON
WORKPLACE FACETS FOR ADJUNCT BUSINESS FACULTY
AT FOUR-YEAR UNIVERSITIES

By

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Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirements for
the Degree of
DOCTOR OF EDUCATION
May, 2012

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TABLE OF CONTENTS

I. INTRODUCTION	1
Definition of Being an Adjunct.....	6
Reasons for Being an Adjunct	8
Reasons for Staying an Adjunct.....	11
Statement of Problem.....	12
Purpose of the Study	13
Research Questions	13
Significance of Study.....	14
Definition of Terms and Classifications	14
Limitations of Study	16
Delimitations of Study	17
II. REVIEW OF LITERATURE.....	19
Foundations of Adjunct Research	19
Theoretical Background of Adjunct Study	20
General Faculty Satisfaction	24
Known Satisfaction Predictors.....	24
Impact of Monetary Compensation	28
III. METHODOLOGY	31
Instrument	31
Participants.....	33
Process	35
Analysis.....	36
IV. DATA ANALYSIS AND RESULTS	37
Participants.....	37
Research Question #1	40
Research Question #2	42
Research Question #3	44
Research Question #4	45
Research Question #5	46
Research Question #6	46

V. RESEARCH SUMMARY AND DISCUSSION	48
Research Question #1	48
Summary	49
Discussion	50
Research Question #2	50
Summary	51
Discussion	51
Research Question #3	51
Summary	51
Discussion	52
Research Question #4	53
Summary	53
Discussion	53
Research Question #5	54
Summary	54
Discussion	55
Research Question #6	56
Summary	56
Discussion	56
Summative Discussion.....	57
Future Studies	58
REFERENCES	63
APPENDICES	72

LIST OF TABLES

Table	Page
1 Frequency counts for selected variables	38
2 Overall mean satisfaction levels per facet	41
3 Overall satisfaction levels by individuals	42
4 Overall mean satisfaction levels per facet grouping	43
5 Mean satisfaction level by reasons for being an adjunct	55

APPENDICES

Document	Page
Request for permission to utilize the MSQ.....	73
Permission from The University of Minnesota for use of MSQ.....	74
Institutional Review Board Approval	75
Survey	76
Survey email of transmittal	87
Survey reminder email	88
Institutions represented within the study	89
Institutions selected but not contacted for study	91
Recoding of data to eliminate string variables.....	96

Chapter 1

Introduction

When after four years of hard work, dedication, and perseverance, my time to select my dissertation topic finally arrived, a great many ideas rolled through my head. I had been exposed to such a wealth of topics during my sojourn in graduate school that honing in on that one area in which I wanted to make my inaugural mark on the field of academia could be called nothing short of a challenge. Challenges though are nothing new...they just require some thought and a little hard work!

For me the challenge of selecting a dissertation topic may have started long ago. Just like the children of police officers often become police officers, the children of farmers often become farmers, and the children of lawyers often become lawyers, the children of graduate degree holders often become graduate degree holders themselves and the children of academics often become academics. These lucky young scholars have the benefit of one to whom they can look up and admire as well as to go to for advice and appreciation from their own experiences in the field. As I completed my journey through my doctoral studies, there was little of this shared knowledge available to me.

Throughout my journey, I lacked the strong support from home of being able to discuss the excitement of new knowledge and new experiences, not because no one cared but because they simply did not understand. There was no one to caution me against the personal agendas and fragile egos that are sometimes encountered within academia. There was no one to enlighten me that disagreements on issues could be the catalysts for proscription rather than progress. As I made my progression toward earning my doctoral degree, though I stood alone on the campus, I was fortunately not standing alone in my pursuits.

Standing with me was George Lewis. Though coming from the steel mill town of Wellsville, OH, near the turn of the 20th Century, Grandpa Lewis was an intelligent man who was fortunate to be able to attend college to pursue a degree in electrical engineering. Unfortunately for Grandpa, a college degree was never to be his. After only receiving two years of college, Grandpa had to forgo his dream and submit to the life that hundreds of other men during the Depression from that small town had to do: he went to work in the steel mills. For 20 years, Grandpa went to the steel mill...and he hated it. Still, he became a well respected member of the community, served on city council, and became the plant foreman.

Standing with me was Emma Hough Lewis. For many, the little houses on Maple Avenue in Wellsville, OH, reflect their ideal impression of middle America. For my Grandma Lewis, those little houses reflected her life. Born in the adorable yet cozy red brick house near Covenant Presbyterian Church, which was at the end of the street, she married and promptly moved six houses down the street to the perfectly square, two story white house with the front porch and sticky wallpaper she shared with Grandpa for 52 years. Grandma was lucky to be able to attend college and to be a first grade teacher at Wellsville Elementary which ironically was also on Maple Avenue right across the street from the church. Grandma loved her job and loved working with children...too bad it took her 26 years to get her degree. Yes, Grandma got to work on her degree part-time, raise three children, and take night classes until finally being able to graduate from college at the age of 44.

Standing with me was James Boatman. Born in the tiny community of Auburn, AR, which has since been obliterated by Fort Smith, AR, Grandpa Boatman always had a job. As a boy, he helped at the circus. As a teenager, he dropped out of high school to support himself and his family. In his 20's, he took up arms to defend the freedom of our nation. When he got home

from that war, he went to work at the glass factory. He went there every day for 20 plus years...and he hated it...one would never have known it thought. Unlike most people, Grandpa simply went about his business with incredible work ethic and pride in his work and never wasted other peoples time discussing his job, except of course when he would organize the annual reunion of the factory workers after the factory was long gone....I guess he did like some parts of his job.

Standing with me was Juanita Johnson Boatman. Arriving in the tiny town of Winslow, AR, to a mother barely 18 years her senior, Grandma Boatman had the job that many women of her day did. She worked at the church, she worked at the school, she ran the house. She also worked at the barracks to buy that second hand dress she was so proud of. She worked downtown at the Arcade Department store part-time as a clerk. Later in life, she worked to make clothes, tuna cakes and hugs for at least one grateful grandchild...hopefully the appreciation was enough because her multitude of jobs did not pay very well.

Standing with me was Ralph Lewis. Dad was born in that same perfectly square, two story white house with the front porch and sticky wallpaper. To discuss the jobs of Dad's resume would be to write an addendum to Funk and Wagnall's Encyclopedia (if in fact that publication still existed). As a youngster, he picked and sold berries, he worked on a farm, he worked with his uncle as a plumber during the summers. After a brief stop at Geneva College, "Uncle Sam" provided Dad with a job for a while. Finally, after more adventures, Ouachita Baptist University established to the world that my Dad would be a Certified Public Accountant....among other things. When I was in second grade, my teacher asked us all to tell what our parents did for a career themed bulletin board. I remember saying he added up numbers and owned the television. In actuality, he was busy with his CPA practice and he was

busy advancing the emerging industry of cable television. A few years before that, he had owned a trucking company. Somewhere in there he owned a burger joint. I remember about that time too how much Dad liked chewing on the bone when we had pork chops. Only now in retrospect do I remember that there were four pork chops in the pan but five people at the table. Within all those business ventures, I shudder to think that they were done not because he liked them but because he loved us. Today, as his retirement age has come and has been promptly told to go away, I think Dad likes his successful accounting practice. He deserves too.

Standing with me was Lynn Boatman Lewis. Like most women who grew up in the south in the 1940's and 50's, Mama aspired to one job. No, not that job she had when she was a model for a traveling shoe salesman or working at Tillis Department Store on the Avenue: she wanted to be a wife and mother. During that time that "Uncle Sam" was "employing" Dad, Mama got the first part of her job. She got promoted a few years later when my brother Brent was born and was promoted again the next year when my sister Krista joined the company. Finally, as bell bottoms were well on their way out (thankfully), I gave Mama a few more years of job security. Mama was greatly successful in her job and she excelled at event planning and making everything seem special. She loved her job until the 1990's when she got fired. Unlike many people who go out and pursue careers that usually culminate with a heralded retirement party and some relaxation, Mama's career was pretty much over at 50. Fortunately, a few years later she got to have a second career as Grandma and seems to like it ok.

The people standing behind me on my journey made sacrifices to provide better for those that followed them. Both my grandfathers worked in factories to ensure their children had the chance to go to college. My grandmothers both worked to not only provide stable homes for their families but to contribute to the finances. My parents worked to give every opportunity

possible to my siblings and I. My people worked hard at jobs that were probably not the most exciting of careers nor jobs that they would view as particularly making an impact. I see it differently though: my people worked hard and with pride at jobs so that I could have the chance to have a job I do like!

When I looked across the spectrum of available topics upon which to create my dissertation, the issue of job satisfaction simply jumped off the pages. All around me during my studies, I have been surrounded by people who seem to hate their jobs. Myself having been an adjunct, sometimes teaching six courses per semester, it was this element of education about which I wanted to know more. Because my true heart lies in the study of people and their behaviors within organizations, the idea of researching employment related issues was essential. Because my family had worked so hard to ensure I could have a job I liked, the idea to research job satisfaction was practically engrained.

The thought that after people have worked for years to gain graduate degrees only to hate their academic jobs is disheartening. How do these individuals face their daily existence knowing that every day will bring an activity and lifestyle they hate? Why is there so much complaining about the adjunct profession with nothing being done about it? As my research began, I knew that there must be so much more to the adjunct world than what I saw and thus I began this journey to know more about my current profession.

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On a sunny afternoon in the fictional television town of Springfield, Marge Simpson and her children Bart and Lisa venture into local bookstore Bookaccino's. While Marge finds herself a muffin, intellectually inclined Lisa treks to the fourth floor "where the books are!" Bart, however, has a much more active plan: to taunt the Ph.D's. Approaching three very studious

looking individuals behind the checkout counter, the bad boy of the Millennial Generation says “Hey guys...I heard an assistant professorship just opened up!” As the woman and two men clasp their hands, leaning forward and expressing their interest and joy with “oohs and ahhs”, Bart continues “at the university of...PSYCHE! Dejected, shoulders slumped and eyes cast downward, the three workers return to their menial retail work (Stein, 2004).

Is this scene a reflection of today’s viewpoint of academia? Are the three bookstore clerks reflective of a society salivating for full-time work in academia? Is it possible that one or all of the clerks would soon be leaving their mundane existence at Bookaccino’s to fulfill their academic dreams by teaching a night class at Springfield University as an adjunct? Is it possible that anyone working as an adjunct can even be happy with his career?

Definition of Being an Adjunct

Historically, identifying an adjunct was an easy process. “At one time the term adjunct faculty referred to special appointments: to specialists, though not necessarily celebrities, hired to provide particular expertise not available among the permanent faculty and rewarded with compensation and privileges commensurate with their rank” (McGee, 2002, p. 65). Holding the title of adjunct indicated that one was a true expert, usually a practitioner, on a specialized subject area. Being invited to be an adjunct held great prestige and would usually be considered an honor not just to the person who was invited to be an adjunct but the title of adjunct was respected by those who held full-time status.

Today, the term adjunct has become more connected to a mere part-time teacher who lacks employment security, benefits, and, to some, the actual ability to take part in the full-time teaching and/or research activities; however, this definition does not adequately describe the reality of modern adjunct teaching. According to Shamos in *Handbook of Academic Titles*, an

adjunct can be anyone who ranges from the historic “expert” definition to one who teaches full-time at one institution and part-time at another or one whose teaching responsibilities are restricted to teaching and office hours only (2002). Most commonly, the term adjunct is associated with someone who is part-time and/or teaches without having an expectation of job security or continued employment past the current term or academic year.

Two issues play prominently in being able to clearly define an adjunct as either temporary or part-time. The first of these issues is that adjunct faculty often carry class teaching loads that are equal to or greater than full-time faculty (Gappa & Leslie, 1993; Letherman, 1997; Louis, 2009). Because adjuncts are teaching just as much or more than full-time faculty, the issue of whether an adjunct is truly part-time can cause confusion as to the actual standing of the adjunct.

Related to the first issue is a second issue of semantics. In addition to the term adjunct, titles such as lecturer, instructor, contingent faculty, courtesy faculty and clinical faculty have been added to the mix of academic rankings, blurring the line between the full-time and the part-time college faculty. Typically, contingent faculty is most closely associated with adjunct. Courtesy faculty are those that have some other full-time association with the institution, such as an academic advisor or high level administrator, who is contracted to participate in an academic role (Shamos, 2002). Clinical faculty are usually contracted for a specific teaching purpose, often associated with a medically related field (Farrell, 2009).

Adding to the confusion over who is and is not truly an adjunct or part-time faculty member are the titles of instructor and lecturer. These titles may be given to individuals who serve in a part-time capacity in a role similar to the traditional definition of an adjunct (*Part-time*, 2011) or to a person who has entered a tenure track position at the lowest possible ranking

(Shamos, 2002) thus equating an instructor or lecturer with someone who might be called an assistant professor. Further complicating the understanding of the position of instructor or lecturer is that one might be appointed to these positions on a term by term basis or one might be appointed to these positions for multiple academic years at a time (Leatherman, 1997; *The University of Michigan Faculty Handbook*, 2011), and can either be in a full-time capacity or in a part-time capacity (Leatherman, 1997). (The definition of adjunct used within this study is presented later in this chapter.)

Reasons for Being an Adjunct

The pursuit of an adjunct teaching position can occur for numerous reasons. From being a means of employment to being a manner of convenience, adjunct faculty have a wide and varied storehouse of motivations for entering into the adjunct realm. While some enter for survival, others are interested in gaining experience or fitting their professional goals with their personal lives.

Not surprisingly, the adjunct field is filled with those who someday aspire to be a full-time faculty member. These individuals may be graduate students or recent graduates who have yet to truly begin their careers. “In a recent study of adjunct faculty in Georgia’s technical colleges, 45% of the 773 adjunct faculty who responded to a survey indicated that they would like to be teaching full-time in postsecondary education within the next five years” (Wallin, 2004, p. 378). In a separate study conducted at Pima Community College, 50% of adjuncts stated that they would apply for a full-time position if one were available at their college (Banachowski, 1996).

The inverse to the hopes and dreams of young academics are those who pursue an adjunct position because a full-time faculty position has or is eluding them. According to a survey by the

Education Department, “60 percent of adjuncts who taught at four-year institutions in the liberal arts said they did so because they could not find full-time professorships” (Wilson, 1998, p. A9). With a nearly 40% increase in the number of doctoral degrees being awarded since the late 1980’s, those earning doctoral degrees, who once before would have balked at the idea of accepting an adjunct position, are now clamoring for any kind of footing in academia (Hickman, 1998).

Adjunct faculty are not necessarily academics who have no other options. In fact, some adjunct faculty members are those that choose to leave their full-time positions to downsize to a part-time lifestyle. These individuals, for a variety of reasons, find it more conducive to their lifestyles to abandon their tenure track or fully tenured positions in order to enjoy spending more time on their personal academic interests or on other areas of their lives. Though they may leave their current institutions, these individuals are often able to parlay their full-time successes into part-time employment at their current institution (Mcclain, 2003).

Though not commonly associated with the pursuit of any employment, let alone academics, some might pursue an adjunct position due to simply not knowing what else there is to do. Earning a doctoral degree can take someone nearly a decade of effort (Benton, 2009). During this time, students are conditioned to the idea of becoming a researcher and professor and are not particularly well informed of the job possibilities of their degree outside of the academy. Out of desperation, these individuals, rather than joining the ranks of the public or private sector, non-profit organizations or humanitarian groups, join the ranks of adjuncts who are hoping their service will someday result in a full-time teaching position (Papp, 2002).

Adjunct positions are also pursued by those not interested in teaching as a career; rather, these individuals view adjunct teaching as a civic involvement opportunity. It is not uncommon

to see people from the world of business or the world of civil service as adjunct instructors at both the community college and four-year university levels (Wallin, 2004). Colleges and universities might even invite certain leaders from the community to serve as adjuncts as it would increase the prestige of a program. As stated by Hayes “The county sheriff or police chief would be a prized adjunct for any criminal justice program. A local government course taught by the mayor or the county executive would be considered a ‘plum’ for the college” (2003, p. 139). These individuals are those that embody McGee’s definition of traditional adjuncts.

The pursuit of an adjunct position may also be viewed as simply an opportunity to experience aspects of a chosen field while being able to “suspend the rules of competition, where there can be space for intellectual collaboration” (McGee, 2002, p. 63). Not everyone who goes into an adjunct position has aspirations of one day joining the tenured faculty. For some, the position itself is seen as a diversion from their regular employment—almost like a hobby. For others, adjunct teaching provides them with an independent connection to their chosen field in that the adjunct position affords monetary compensation for a position that has a high degree of autonomy from supervisors or coworkers (McGee, 2002).

The logistics of an adjunct teaching position are also ideal for someone simply needing an additional income or part-time job. For someone with the appropriate credentials, teaching one or two courses a semester can be an ideal situation for balancing work and career. Women wishing to be stay-at-home-mothers find it rewarding to be in the classroom while having the flexibility to participate in their children’s activities (Wilson, 1998). For those who have retired from their careers, adjunct positions can provide an opportunity to continue using their skills and experience while enjoying “less stress and less time commitment” than a full-time job (Krueger, 2005, p. 31).

Reasons for Staying an Adjunct

The reasons one might pursue an adjunct teaching position are varied and are not necessarily dependent on one's career vision. Why someone stays in an adjunct position is comprised of a much narrower, and perhaps more negative, list of options. Money, ego, and desperation play into the sustainment of an adjunct in their position, or positions.

Regardless of the reasons for being an adjunct, one item remains constant: a paycheck. While it may not be much, especially when compared to the amount of energy exerted on teaching a course, adjuncts do receive monetary compensation for their efforts. While some adjuncts can be paid upward of \$5,000 for teaching one class, the average salary range for adjunct teaching is between \$1,500 and \$4,500 per course (Watanabe, 2003). Though it is difficult sometimes to accomplish, given that schools have a limit on the number of courses that an adjunct can teach, adjunct teachers can put together enough part-time teaching engagements to simulate a full-time job.

An adjunct's attachment to the part-time teaching position might also be associated with ego. For one who's primary career or personal life does not include academia, being able to teach enables the individual to derive more fulfillment in their regular employment because teaching allows said individual to share in the training of students who are also interested in that particular career. These individuals also see that teaching adds an element of prestige to their daily status since being viewed as a college professor, in any capacity, is usually well regarded in society (Banachowski, 1996).

In keeping with the idea of ego, one's motivation to remain in the adjunct positions may be seen through the lens of social identity. This Social Identity Theory, first introduced by Tajfel and Turner, finds basis in how the knowledge one has in knowing one belongs to a certain group

provides some degree of emotional value and personal significance (Hogg & Terry, 2000). In the case of adjuncts, even though they have not achieved a full-time position, working as an adjunct does allow the individual to satisfy some of their needs in that they are able to experience some aspects of work within academia. The idea of self-concept within the Social Interaction Theory can also be seen within adjunct who remain as adjuncts in a long-term capacity as these individual visualize themselves as faculty and remaining an adjunct supports some elements the faculty identity of these individuals.

The opportunity to teach provides a certain level of accomplishment which contributes to the overall life satisfaction of the adjunct. Although the adjunct faculty role is not viewed with the same level of prestige and respect as an assistant, associate or full professor role, the adjunct is able to derive his/her own sense of accomplishment and honor from their experience (Troumpoucis, 2004). For these individuals, their attachment to being an adjunct and the identity they derive from being an adjunct is found not in the title or position but in the specific act of being in the classroom.

Statement of the Problem

As enrollment at four-year universities has continued to climb, so has the need to employ strong and capable teachers to provide quality leadership and instruction in the college classroom. What appears to be a mismatch, however, is that the majority of those entrusted with teaching college level classes are not entrusted with doing so in a full-time job capacity (AFT Higher, 2010). In the curriculum area of business, there are approximately 1,700,000 faculty members (O*Net, 2009); however, of that business faculty population, 50.8 percent of the faculty hold part-time status (National Center for Educational Statistics, 2011). Given that the majority of college teaching is done in an adjunct capacity, it is vital for higher education to

understand the adjunct faculty member. It is also vital to understand what motivates adjuncts to perform their job in the absence of long-term employment security, given that job security tends to increase the job satisfaction of faculty members (Maynard & Joseph, 2008).

Purpose of the Study

The purpose of this study is to examine the job satisfaction of adjuncts in the curriculum area of business at four-year universities and to determine the roles that individual job facets play in creating overall job satisfaction. More specifically, this study will work to determine which, if any or all, of accepted job satisfaction facets are shown to predict the job satisfaction of the studied population given demographic variables. As the population is part of the larger grouping of business faculty, a group which typically exhibits high levels of job satisfaction, the researcher plans to use this information to determine if this subgroup (adjuncts) exhibits job satisfaction. The researcher also plans to identify which facets and demographic variables play a significant role in the overall satisfaction of the specific population so that enhancements to the positions of all adjuncts might be formulated.

Research Questions

1. Do adjunct business faculty at four-year universities express general satisfaction with their employment?
2. To what extent does the overall satisfaction level with intrinsic facets predict the satisfaction with individual extrinsic job facets?
3. What impact does the level of satisfaction with Compensation have on other facets of job satisfaction?
4. To what extent does years of employment in adjunct teaching predict general satisfaction for adjunct business faculty at four-year universities?

5. To what extent does having the desire for full-time employment affect the overall job satisfaction for adjunct business faculty at four-year universities?
6. Is there a correlation between high job satisfaction levels and having employment outside of academia?

Significance of the Study

This study is significant because it illuminates what specific factors can predict job satisfaction for the specific population of adjunct business faculty at four-year universities. As most research on faculty and job satisfaction is related to full-time faculty or community college faculty, this study will work to fill the void of knowledge not only for adjuncts in business but also all adjuncts at four-year universities.

This study is also significant because it starts from the assumption that the population of interest does exhibit general satisfaction with their work. Due to this viewpoint, this study is not looking to expose problems within the adjunct field but rather is looking to discover what facets of the adjunct field lead to general job satisfaction. This information can then be used to redevelop and define aspects of the adjunct position so that those within the positions are more likely to experience job satisfaction.

Definition of Terms and Classifications

For this study, the classification of the “four-year university” is defined from the classifications of the Carnegie Foundation for the Advancement of Teaching (2010). Though the current study does not seek to delineate between institutional type in the reporting or analysis of data, the following classifications were used to determine the sampling sites:

Doctorate-granting Universities: Includes institutions that awarded at least 20 research doctoral degrees during the update year (excluding doctoral-level

degrees that qualify recipients for entry into professional practice, such as the JD, MD, PharmD, DPT, etc.). Excludes Special Focus Institutions and Tribal Colleges.

Master's Colleges and Universities: Generally includes institutions that awarded at least 50 master's degrees and fewer than 20 doctoral degrees during the update year (with occasional exceptions – see Methodology). Excludes Special Focus Institutions and Tribal Colleges.

Baccalaureate Colleges: Includes institutions where baccalaureate degrees represent at least 10 percent of all undergraduate degrees and where fewer than 50 master's degrees or 20 doctoral degrees were awarded during the update year. Excludes Special Focus Institutions and Tribal Colleges.

The term *adjunct* has many general definitions that can typically be summarized as something attached to something else in a temporary capacity. For the purpose of this study, the researcher defined adjunct in more humane terms as someone who teaches in the field of higher education without having full or permanent status. This definition also encompasses the synonyms of adjunct: part-time faculty and contingent faculty.

Within this study, certain job facets are referred to as either *extrinsic* and *intrinsic*. In keeping with the purpose of the original survey instrument, traditional definitions will be used for these terms. Extrinsic is defined as “aspects of work that have little to do with the job tasks or the work itself” while intrinsic is defined as “the nature of the job tasks themselves and how people feel about the work they do” (Spector, 1997, p .15). It is important to note that the researchers who originated the survey instrument, when referring to intrinsic and extrinsic in a collective sense, used the term *general satisfaction* (Weiss, Dawis, England & Lofquist, 1967).

Finally, the term job satisfaction is defined as “simply how people feel about their jobs and different aspects of their jobs. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs” (Spector, 1997, p. 2).

Limitations of the Study

Though every attempt was made to proactively address any issues that could affect the outcome of the study, the success of this study depended on both acknowledging the limits or restrictive weaknesses within the study as well as the delimits or usability of the population (Locke, Spirduso, & Silverman, 2007). This study could have been limited by the willingness of the population to participate in the study or to participate by providing honest responses to the questionnaire. As many adjuncts “are afraid” and have “enormous amounts of trepidation, [and] fear of the retribution and terrorism found only in academic departments” (Dubson, 2000, p. v), they could have been unwilling to provide honest responses to the questions or to even participate at all due to fear of retribution. To address this, the email of transmittal stressed the anonymity of responses and no information was requested that could alarm the participants. Regarding research question #4, results may have been potentially skewed because if one is unhappy in their position, it is unlikely that the individual will remain in the position longer than 5 years; thus the job satisfaction levels for the five different groups of adjuncts may not be a true reflection of the population as a whole.

An additional limitation of this study is that the faculty population in question cannot be taken as representative of the faculty population as a whole. Because faculty in the curriculum field of business tend to be more satisfied with their positions than most other curriculum fields, factors that contribute to business faculty job satisfaction cannot be taken as transferable to other fields, especially those that tend to exhibit low levels of job satisfaction. Although the job

satisfaction predictors of the sample population cannot be directly transferred to other curriculum fields, the results may be used as a basis to make generalizations about all business faculty.

The potential for Halo Effect must be considered within this study. Because the Halo Effect can be simply defined as the unplanned side benefits of work or actions (Raynolds & Stone, 1998), complexly defined as the effect on the accuracy of decision making due to the presence of a mediating stimuli (Rommetviet, 1960) or loosely defined as “a tendency to make inferences about specific traits on the basis of a general impression” (Rosenzweig, 2007, p. 50), it is logically a concern in any study in which human subjectivity, either internally or externally, is present. Within the current study, it is somewhat expected that the population will exhibit some aspects of Halo Effect due to either strong satisfaction or dissatisfaction with specific job facets or related to specific facets due to an overall high or low satisfaction level. Because so little is known about the population as well as their general or specific satisfaction levels, no attempt was made in the current study to mitigate for potential Halo Effect.

Delimitations of Study

As delimitations are defined as “those characteristics that limit the scope (define the boundaries) of the inquiry as determined by the conscious exclusionary and inclusionary decisions” (Cline, 2011, NP), only four-year universities were selected for the potential participant base. Overwhelmingly, community colleges are the location for research on adjuncts. From the existing literature, the researcher recognized that a need existed to know more about the adjunct population in the four-year university setting.

The other notable delimitation stems from the selection of the curriculum area of business as a population. A scant few studies have investigated faculty in the curriculum field of business and even fewer have investigated the adjunct subpopulation, even though the curriculum field of

business is roughly a 50/50 split between full-time and adjunct instructors. Again, the researcher recognized that this population is grossly underresearched, which warranted the limiting of this study to create a better understanding of the population in question.

Chapter 2

Review of Literature

The job satisfaction of adjunct faculty has been researched extensively, with the majority of the findings revealing that adjunct faculty are just as satisfied with their positions as their full-time counterparts. Predominately, the research into adjunct faculty has been focused toward adjuncts at the community college level, adjuncts in health related fields, and recently adjuncts working for an online university. Less is known about the adjuncts at traditional four-year universities.

Foundations of Adjunct Research

Prior to 1978, little was studied regarding adjuncts nor was this population of the professoriate defined. In “Who is Part-time in Academe?” Howard Tuckman (1978) delineated for the first time a taxonomy of those who taught in higher education on a part-time basis. The seven categories of this taxonomy were *semiretired*, former full-time faculty who have scaled back their work load; *graduate students*, those teaching at an institution other than their school of study; *hopeful full-timers*, those who desire a full-time teaching contract; *full-mooners*, those teaching in addition to a full-time job; *homeworkers*, those teaching in addition to caring for children or other relatives; *part-mooners*, those teaching while holding a non-teaching part-time position elsewhere; and *part-unknowners*, those teaching part-time for unknown or highly specific reasons. Of the many elements of this study, job satisfaction was studied among these seven groups finding that each group had approximately a 30% satisfaction rate with their job, with the exception of hopeful full-timers who had only a 25% satisfaction rate (Tuckman, 1978).

The seminal work regarding adjuncts, *The Invisible Faculty* (Gappa & Leslie, 1993), provides a cross section of 18 universities as well as interviews with over 200 part-time faculty

members. Building upon the work of Tuckman, Gappa and Leslie created four broad categories of adjuncts: career enders, specialists/experts, aspiring academics, and freelancers. Of these groups, specialists/experts were found to have little economic motivation to teach because they already had full-time positions with high salaries and job security and thus were teaching because they wanted to teach. In addition to discussing the adjunct as a person, Gappa and Leslie also suggest methods by which education can be enhanced by the use of part-time faculty.

Theoretical Background of Adjunct Study

Although the current research is neither a test nor exploration of Herzberg's Motivation-Hygiene Theory, understanding of this theory is important to the current study as the majority of available literature is based in some way in this theory. Originally developed in the 1950's by Frederick Herzberg and his colleagues Bernard Mausner and Barbara Bloch Snyderman, the theory was the result of frustration on the part of the researchers that psychology did not play a prominent part in the theories and research into job attitudes (Herzberg, Mausner & Snyderman, 1959). Unlike many theories of the time, which focused predominately on either a good or bad perspective, Herzberg focused on allowing participants to expound on specific instances within their work in which they either felt really good or really badly (Herzberg, Mausner & Snyderman, 1959; Miner, 2005). In the original experiment, Herzberg and colleagues explored the research hypotheses of: "the factors causing positive job attitudes and those causing negative attitudes are different" and "the factors and the performance or personal effects associated with sequences of job events extending over long time periods differ from those associated with sequences of short events" (Miner, 2005, p. 63). Originally conducted with subjects who were either accountants or engineers, the stories yielded from the participants were grouped to indicate that job satisfaction is derived from achievement, responsibility, recognition, and the work itself.

One reason that Herzberg's theory appears to be so popular among academic research is that it appears relatively simplistic in its design in that it provides for the testing of demographics in association with commonly accepted catalysts for job satisfaction and dissatisfaction; however, the continual testing of this theory seems anti-productive because Herzberg himself found that demographics do not necessarily play a specific role in producing an attitude of satisfaction or dissatisfaction. In his original research, Herzberg and colleagues reported "There were few differences in effects, as reported by various categories of individuals; that is, engineers versus accountants, various age breakdowns, job-level categories, etc.... With few exceptions, we may say that effects appeared in approximately equal proportions for all categories of individuals interviewed" (Herzberg, Mausner & Snyderman, 1959, p. 95). Since the theory itself states that demographic variables do not play an active role in satisfaction, it seems illogical to think that the theory will suddenly yield different results simply because a new, untested demographic variable is introduced into the study.

One caveat of importance is the issue of pay. The original Motivation-Satisfaction Theory broke down elements into *motivators* which lead to job satisfaction and *hygiene factors* which lead to job dissatisfaction. Today, these terms are more often referred to as intrinsic motivators and extrinsic motivators respectively. Salary provides a conundrum because it was originally found to be a greater source of dissatisfaction than satisfaction, thus making it a hygiene factor or external motivator (Herzberg, Mausner & Snyderman, 1959); however, when Herzberg updated the theory, salary appears as both a motivator and a hygiene factor (Herzberg, 1982). This conundrum begs then the question, which Herzberg and colleagues noticed in their original study, is money viewed as simply a monetary factory related to the job or as an actual

reflected recognition of the work being done? The exploration of compensation and its effects on other facets of job satisfaction is an important issue within the present research study.

To be true to the research of Herzberg, the plethora of research as to the job satisfaction of faculty, particularly adjuncts, could not be done with a onetime survey about their jobs in general; the research would need to be more personal and allow the participants to discuss specific instances of their positions as they related to satisfaction and dissatisfaction. The perhaps misapplication of Herzberg does not however invalidate the results of the studies which have explored it because these studies have still cast light on the variables of intrinsic and extrinsic motivation in relation to specific areas of academia. Because, however, Herzberg himself saw little deviation in the demographic variables among groups, the outcomes of such studies should not be expected to be profoundly distinct.

Aside from Herzberg, there have been other theoretical explorations into the world of academic job satisfaction, with similar findings to the multitude of Herzberg tests. In a study of Holland's Theory, Parker (1990) examined part-time business instructors at community colleges whose job was either their vocation or avocation. Holland's Theory, which addresses personal and environmental characteristics in conjunction with career decisions, projects that people belong to one of six personality traits/behaviors groups and how those six groups interact with six differing environmental models, the pairings of which lead to vocational choice (Holland, 1985). In Parkers study, it was found that there was no significant difference in the job satisfaction of part-timers who were vocational or avocational, a finding in keeping with the predominant literature as well as Holland's Theory. Seventy nine percent of respondents had full-time work in addition to their adjunct position with most of the respondents reporting they were primarily business people and not aspiring academics, which is also in keeping with the

available literature on business adjuncts. The researchers noted in this study that frustration stemming from not being able to find full-time academic work was not the factor in satisfaction of the population as it might be for adjuncts in the liberal arts (Parker, 1990).

The job satisfaction of adjunct faculty has been viewed from a differing perspective by researchers Feldman and Turnely (2004). Utilizing the theory of relative deprivation, which in essence explores why an individual might deprive themselves of a certain condition, to explore how adjuncts respond to their temporary/contingent employment status. Utilizing faculty at a large public university, a set of 20 factors were measured in relation to relative deprivation and job satisfaction, including age, educational level, and intent to stay as an adjunct. The results of this study indicated that there was a strong relationship between attainment of a doctorate and frustration with the adjunct employment. The age of the participants also indicated a relationship with frustration as younger adjunct faculty experienced greater levels of frustration. Adjuncts who intended to stay an adjunct only a short time experienced significantly more frustration with their positions than did adjuncts who intended to stay in their positions for a least one more year.

The study also explored the various motivations for selecting contingent employment in relation to the relative deprivation of the adjunct. Those who accepted employment as an adjunct due to not being able to find permanent employment due to a poor labor market were likely to experience frustration in their positions. Adjuncts who selected contingent employment as means to balance work and person life were found to experience significantly smaller levels of frustration with their positions (Feldman & Turnely, 2004). The results of this study are important to the present study because it does suggest that there is a relationship between levels of satisfaction and frustration with adjunct teaching and the demographic factors of motivation, age and educational level.

General Faculty Satisfaction

In looking at the job satisfaction of faculty as a whole, research suggests that college faculty are generally satisfied with their work. Job satisfaction is not significantly affected by one's being tenured or non-tenured nor by their academic position title (Castillo & Cano, 2004; Terpstra & Honoree, 2004) while those working at the lecturer level exhibit the highest level of job satisfaction (Oshagbemi, 1997). Teaching and research are found to be job elements that most often lead to job satisfaction (Oshagbemi, 1997) along with the opportunity to interact with students (Wilson, 1998).

Known Satisfaction Predictors

According to a study by Terpstra and Honoree (2004), which studied the differences in job satisfaction and pay satisfaction by academic discipline, a direct correlation between pay and job satisfaction levels existed. Of the studied disciplines, business was found to have the highest level of pay satisfaction. Due to external equity issues (the act of paying employees a salary that is consistent with that of the labor market relevant to their skills), it can be stated that pay for business faculty tend to have some of the highest pay levels across the campus because the potential for earning outside of academia is also high for this group (Wallace & Fay, 1983). Given the correlation between pay and job satisfaction for the population of this study, the extrapolation of individual satisfaction facets is essential as to guard against a potential overall halo effect caused by the one facet of pay.

Aside from issues of pay, other factors lend themselves to higher levels of job satisfaction within business departments. Due to their typically strong connections and activities outside of academia, business faculty tend to have fewer internal issues that can produce low levels of job satisfaction (Jensen, 1995). These connections are corroborated by Gara who found

interpersonal relationships to be a strong predictor of job satisfaction along with “the work itself,..., policy and administration, achievement and responsibility” (1997, p. 135); however, Gara did find that salary was more closely tied to job dissatisfaction than satisfaction. Gara’s findings are corroborated by Olanrewaju (2001) who studied business faculty within one specific community college system. While these studies provide strong insight into the possible outcomes of the current study, they do not work to specifically address the population of business adjuncts at four-year universities. The Gara study does provide direction in that work outside of academia needs to be examined in relation to job satisfaction levels.

Looking across academic disciplines, there is little variance in the facets that seem to indicate faculty, either full-time or part-time, job satisfaction. Faculty tend to be happy with their positions, although there does seem to be lower levels of job satisfaction for female faculty as compared to males (Sabharwal & Corley, 2009) as well as lower levels for those in the liberal arts as compared to the social and technical sciences (Truong, 2010). Various studies have looked into specific academic disciplines and exhibit little variance in either the job satisfaction or facets leading to job satisfaction, although the issue of salary does seem to fluctuate as a predictor of satisfaction or dissatisfaction among certain disciplines.

Full-time professors in the field of journalism and mass communications indicate that they are generally satisfied with their positions with autonomy, relationship with colleagues, and opportunities for professional development serving as predictors of satisfaction; however, salaries and working conditions also serve to be predictors of job dissatisfaction (Fedler & Counts, 1982). For agriculture faculty, 77% express an overall satisfaction with their positions with their job satisfaction predicted by factors related to personal growth, fiscal resources, and administration (Foor & Cano, 2011).

The part-time faculty in the field of gerontology reflect similar satisfaction facets to other fields in that the adjunct population finds satisfaction in teaching, sharing experiences, being able to teach without the responsibilities of the full-time faculty, prestige of being faculty, and the opportunity to expand their research (Parrott et al, 2007). Studies within the area of nursing, an area which is currently experiencing a national shortage, indicate a slight majority of nursing adjuncts do not hold full-time employment in addition to teaching adjunct although many teach adjunct at multiple universities (Shannon, 2011) and that the high level of job satisfaction for adjunct nursing faculty may be affected by mentoring relationships (Glenn, 2003).

As online education has taken a stronger foothold within the higher education landscape, the use of adjuncts to facilitate online education has also grown (Brewster, 2000). Among the reasons that online situations are becoming predominately staffed by adjuncts is because online education often touts itself as being a place for professionals seeking an education and adjuncts can be both the specialist in their field and have the flexibility of both location and time to serve as faculty while still holding their own professional employment (Gaillard-Kenney, 2006). Just as with adjuncts at traditional four-year schools, the job satisfaction of online adjuncts is just now being explored.

As with other adjuncts, the flexibility that teaching online offers is seemingly the greatest contributor to satisfaction levels among this population. Aside from satisfaction with this area, Shiffman (2009), who studied adjunct faculty at two virtual universities, found of the respondents, 43% indicated they were teaching in addition to their full-time employment while only 8.4% stated they were hoping to receive a full-time position. An overwhelming 66.8% of respondents stated that they had never felt like a second-class citizen and roughly 94% indicated some form of satisfaction with their position. For this population, flexibility of work schedule

along with joy of teaching were the most important workplace factors while security, advancement, and benefits were the least important. Satterlee (2008) also found that a majority of participants held full-time positions in addition to their teaching online, had an overall satisfaction with their positions and in fact had no particular area of dissatisfaction as whole. Compensation did seem to be a factor for some teaching online who indicated that they were either indifferent toward their compensations (Vest, 2009) or that an increase in compensation might increase their motivation (Runyon, 2008).

Internationally, similar situations can be seen. Researchers Lacy & Sheehan (1997) studied college teachers from across eight nations, examining which showed the highest level of job satisfaction as well as which of a select group of indicators served to predict job satisfaction. Academic professionals in the United States showed the highest level of job satisfaction of the eight countries with Australia showing the lowest. Across the nations, relationships with colleagues, job security, ability to pursue own ideas and overall job situation served to predict job satisfaction while potential for promotion proved to be a factor for job dissatisfaction. Interestingly, although the general feeling that the working conditions among Australian Universities has deteriorated significantly, those in academia have not abandoned their professions. Participants in a study by Bellamy, Morely & Watty (2003) of business faculty at Australian Universities were asked why they became an academic, why they stay in academia, and what their ideal working condition would be. The participants indicated that intrinsic factors such as autonomy and flexibility were both their reasons for joining and staying. Extrinsic factors such as salary and facilities were much less important to the participants. In this instance, salary was not listed as important which is in contrast to the United States where business faculty tend to be the highest paid faculty.

Business faculty in Singapore reflect elements of both the high side of satisfaction seen in the United States, and the low side seen in Australia. Due to an increasing turnover rate among lecturers in Singapore tertiary education, a study was done to determine specific factors that affect the job satisfaction of lecturers. A population of business related areas was studied to determine levels of job satisfaction as well as predictors of satisfaction and dissatisfaction. Surprisingly, the lecturers surveyed expressed only 18% level of satisfaction while 82% were either dissatisfied or ambivalent about their job satisfaction. Satisfaction was predicted by relationships with students and co-workers as well as the autonomy and flexibility of the position. Dissatisfaction was predicted by workload, salary, and political implications. Age and position affected job satisfaction while gender, marital status, academic qualification, and length of employment were shown to have no significant impact on job satisfaction (Paul & Phua, 2011).

Impact of Monetary Compensation

The role that money or other compensations plays in job satisfaction has long been debated. While public sentiment embraces the idea that money cannot buy happiness, organizational research indicates that money can and often does play an important role within the job, job satisfaction and job performance (Gerhart & Rynes, 2003; Poulikas, 2010; Terpstra & Honoree, 2004; Wallace & Fay, 1983). Herzberg himself wrestled with the role that compensation plays as to whether it is a satisfier or a dissatisfier (Herzberg, Mausner & Snyderman, 1959).

The mitigating role that pay plays in satisfaction cannot be ignored. Pay itself is an important factor related to the job (Schneider, Gunnarson & Wheeler, 1992). Not only is pay the representation of things in which it can be converted (Lawler, 1971) but pay is also a potentially

powerful source of self esteem within the workplace (Brockner, 1988). The importance that pay plays in job satisfaction is important because not only is it a facet within the overall satisfaction with a job but also, since satisfactions with individual facets are intercorrelated (Stone, 1992), pay can and does have a mitigating effect on satisfaction levels with other job facets.

Though there is ample literature available on the topic of compensation, a goodly portion of that literature focuses on the effects of pay on performance rather than satisfaction. While strong recommendations exist for the selection of reward systems (Greene, 2011; Zingheim & Schuster, 2000) and pay structures (Gerhart & Rynes, 2003; Wallace and Fay, 1983), little research actually works to directly link pay with job satisfaction; however, the concept of fair and adequate compensation is well established in which employees expect to be compensated for the work they perform, not necessarily by the dollar amount of their pay but rather how equitable their pay is in relation to others who perform similar jobs (Bruce & Blackburn, 1992). It is in this area of equity that the possible effects of pay on levels of satisfaction among adjuncts might find its biggest challenge as adjuncts are often teaching the same class as someone who is being paid full-time to teach the same material.

In his book *The Compensation Solution: How to Develop an Employee-Driven Rewards System* (2001), John Tropicman discusses how a new way of thinking is necessary within today's workplace because the old pay (in reference to the traditional payroll system) is deeply problematic and needs to be replaced with cafeteria compensation plans (ones that are more flexible and allow for choices). Because this new pay allows for employees to alter their compensation to fit their current needs, Tropicman asserts that this type of compensation can increase emotional satisfaction. Citing a 1981 study which ranked money ninth of eighteen factors related to a job, this notion of alternative compensation is important in thinking about

adjuncts who are typically hired due to their economic benefits to the institution. This idea of alternative or flexible compensation has been implemented with varying levels of success at numerous higher education institutions (Sutton & Bergerson, 2001); however, investigation shows that adjuncts have been largely ignored in these systems.

Chapter 3

Methodology

This study was conducted utilizing quantitative research methods. A survey design was utilized as it allowed for a “numeric description of trends, attitudes, or opinions of a population” (Creswell, 2003, p. 153). The instrument was a modified version of a preexisting survey and the participants were adjunct business faculty at a semi-random sampling of four-year universities in the United States of America. Data was analyzed utilizing multiple regression techniques through SPSS software.

Instrument

This study utilized a modified version of the Minnesota Job Satisfaction Questionnaire (MSQ). Originally developed in the 1950’s by The University of Minnesota for use in the Minnesota Studies in Vocational Rehabilitation, the survey was originally used to study “the development of diagnostic tools for assessing the work adjustment ‘potential’ of applicants for vocational rehabilitation, and the evaluation of work adjustment outcomes” (Weiss, et al., 1967, p. v). The questionnaire has since been used in a multitude of studies related to job satisfaction and at least once in the study of adjuncts (Maynard & Joseph, 2008).

Both a long form, featuring 100 items, and a short form, featuring 20 items, were developed by the original research team. Because the present study was concerned with which facets contribute to the job satisfaction of the adjunct business faculty rather than the levels of job satisfaction, the short form MSQ was utilized as it specifically targeted 20 different work place factors. The original design and testing of the short form still offers the chance to test for and predict general job satisfaction along with intrinsic and extrinsic satisfaction (Weiss et al., 1967).

The instrument itself was modified to fit the current study. One area of change was in the Likert scaling. The original scaling called for a five-point scale, with the labels of *Very Dissatisfied*, *Dissatisfied*, *Neither Satisfied or Dissatisfied*, *Satisfied*, and *Very Satisfied* (Weiss et al, 1967); however, as the researcher sought to avoid neutral responses, the scale was modified to a six-point scale, eliminated the midpoint mark (Krosnick & Fabrigar, 1997) with the labels *Very Dissatisfied*, *Moderately Dissatisfied*, *Slightly Dissatisfied*, *Slightly Satisfied*, *Moderately Satisfied*, and *Very Satisfied*. Other changes included the revision of language to be gender neutral and the addition of one question related to office ergonomics and one question related to job benefits as these are areas of concern to the adjunct world.

Basic demographic questions were added to the questionnaire. While the predominant demographics of the study were dictated by the interests of the researcher and the research questions, some demographics were inspired by the taxonomy as created by Tuckman (1978). The work of Wood (1973) was also utilized in the creation of demographic variables who, in his own creation of a job satisfaction questionnaire, tested select demographic variables for significance within the North Carolina Community College System in relation to faculty motivation. Though Wood's demographics are not being used specifically, his findings of significance and non-significance were considered. Two filter or screening questions were added to the beginning of the survey as to eliminate any incorrectly identified participants who did not fit the necessary definition of adjunct (Rea & Parker, 2005). Not all demographic questions were included for use in this study.

The survey itself was a self-administered online survey created on the independent website SurveyMonkey. Only participants who were directly invited by the researcher could participate in the survey which was necessary to ensure that participants met specific criteria and

that the data could be collected within a specific time frame. Within the survey, participants had the option of clicking one response per question or statement. Some questions also allowed the participant to submit a qualitative response to the statement or question. In total, the survey contained 2 filter questions, 17 demographic questions or statements, and 22 Likert point statements within the job satisfaction portion.

Participants

The participants for this study were selected based on three main criteria: their position as an adjunct in one of the curriculum fields of business, their geographic location, and their institutional type. The reasoning for these criteria were varied and were all selected as to add to the creditability and applicability to the results of the study. As to ensure results that were applicable to the research questions, participants were populated in a multistage or clustering design derived from a semi-random sampling of institutions created from a purposeful list of potential institutions (Creswell, 2003).

The process of selection began with dividing American institutions of higher education along the delineation, as defined by the Carnegie Foundation for the Advancement of Teaching, of being a four-year university. Per the classification system, schools that were defined as being Doctorate Granting, Masters Colleges and Universities, and Baccalaureate Colleges were all automatically selected for possible utilization in the study. This selection was in keeping with a stratified random sampling procedure as a specific characteristic was desired within the study (Adams & Schvaneveldt, 1985).

To further ensure that results were representative of the population as a whole, it was necessary to protect against potential clustering of the population. In keeping with the concept of stratified random sampling, the three groups of institutions were each further divided into

subgroups (Fink, 2006), in this case based on geographic location. Based on the generally accepted American geographic division of states--Northeast, Southeast, Midwest, Southwest, and West (Oracle, 2011)—the lists of institutions were individually divided based on their location and placed into separate groups, resulting in fifteen potential pools from which institutions could be selected (three institutional types times five geographic areas). No delineation was made between private and public institutions.

Finally, between the dates of August 27, 2011, and September 7, 2011, institutions were randomly selected from each of the fifteen groupings. From there, the website of each institution was visited and searched until the business college (school or department) was located. This webpage was searched for a departmental directory which listed the names, emails, and titles of faculty members. If the departmental directory did not list these three criteria, the school was eliminated and another institution was selected (Appendix). If the selected institution did list the three informative criteria, the directory was searched for those listed as adjunct, part-time, clinical, affiliate, or courtesy faculty and those faculty members were added to the list of potential participants by email, first and last names (Appendix).

Though at this point, the potential participants were being selected in a random manner, two issues arose that necessitated the automatic elimination of certain groups. First, it was necessary to eliminate on-line universities due to their in-descript and varying locations because it was impossible to clearly identify one location in which to place these institutions. Past this one issue, many of the online institutions that were actually selected for the study failed to list any faculty members, full or part-time; thus, a blanket elimination of all online schools was done. More specific to individual participants, due to the ambiguity over the status of lecturers and

instructors, individuals with these faculty titles were considered to be full-time and therefore were automatically disqualified from the study.

Initially, three institutions were desired from each of the fifteen groupings; however, due to the varying number of adjuncts that might be listed by the department, it was decided that if an institution was selected and met the criteria but did not list more than five adjunct faculty members, that institution and its adjuncts would still be added to the potential participant list but another institution would be sought. By doing this process, some groupings may have featured more than the minimal three institutions but the number of participants would be more closely equal across the fifteen groups.

Upon completion of the selection process, a total of 232 institutions were selected for the study. Of those institutions, 171 were eliminated due to the afore mentioned directory issues and 61 were culled for their adjunct faculty members. From the qualifying institutions, 1179 faculty members who seemingly fit the qualification of being an adjunct in the curriculum field of business were established to contact for participation in the study.

Process

On September 20, 2011, potential participants were emailed a link to the electronic survey along with an email of transmittal which briefly introduced the researcher and the purpose of the study (Appendix). After two weeks had passed, on October 5, 2011, potential participants who had yet to respond in any manner to the survey were emailed a reminder about the survey (Appendix). The goal of the researcher was to receive 200 responses to the survey before moving forward with analysis. On October 20, 2011, there were 222 responses registered for the survey and thus the survey was discontinued and no further participation was sought. Of the 222

respondents, 15 were eliminated by the filter questions and 15 were eliminated due to being incomplete. The remaining 192 responses were utilized in the analysis within the study.

Analysis

The data was analyzed utilizing multiple regression analytical methods. To answer research question #1, each Likert scale-point was totaled and averaged for all participants to see if an overall level of satisfaction existed for both the individual job satisfaction facets as well as the individual study participants. To answer research question #2, a multiple regression was executed to determine the variation of satisfaction in extrinsic facets given the level of overall intrinsic satisfaction. To answer research question #3, a multiple regression was executed to determine the effect that satisfaction with Compensation has on the remaining job satisfaction facets. To answer research question #4, a bivariate linear regression was executed to determine if longevity served to predict overall job satisfaction. To answer research question #5, results were recoded in a “yes or no” manner regarding desire for full-time employment and a bivariate linear regression was executed to determine if the desire for full-time employment served to predict overall job satisfaction. To answer research question #6, a simple correlation was utilized to examine if a relationship existed between job satisfaction and outside employment. SPSS was utilized for the calculation of the necessary correlations and coefficients.

Chapter 4

Data Analysis and Results

The general purpose of this study was to explore various relationships among overall job satisfaction levels, known job satisfaction facets, and select demographic information for adjunct faculty in the curriculum field of business. Six research questions were utilized to direct the solicitation of information and analysis of said information. Following analysis, the researcher was able to answer all six research questions.

Participants

Of the 1179 who were invited to participate in the study, 222 elected to participate in the study. Of the participants, 15 were eliminated by the filter questions and 15 were eliminated due to their not completing the survey. Though some of the 192 remaining participants did not provide usable answers to some of the qualitative statements, these lacking responses did not affect the present study and thus the 192 were finalized as the participant base for analysis within this study (Table 1).

Of the 192 participants, 135 were male and 57 were female with reported ages ranging from 27 to 74 years of age. Fifty percent of the participants reported themselves as teaching adjunct in addition to their full-time job. The most common area of specialization represented within business was Management/Organizational Behavior (36%) with the least areas represented being Real Estate (.2%) and Hospitality Management (.5%). The overwhelming majority reported their highest level of education as one masters degree (53%).

Table 1
Frequency counts for selected variables (N=192)

	N	%
Q3 What is your gender?		
Female	56	29.1
Male	135	70.3
Q4 What is your age in years? ^a		
<29	3	1.5
30-39	29	15.1
40-49	33	17.1
50-59	69	35.9
60-69	55	28.6
70+	9	4.6
Unusable	5	2.6
Q5 How many credit hours do you typically teach per semester/term? ^b		
1-3	68	35.4
4-6	72	37.5
7-9	26	13.5
10-12	9	4.6
13-15	4	2.0
16+	6	3.1
Eliminated	4	2.0
Q8 In years, for what period of your career have you worked as an adjunct?		
0-5	85	44.2
6-10	61	31.7
11-15	25	13.0
16-20	7	3.6
21-25	6	3.1
26+	6	3.1
Q9 Which of the following best describes you as an adjunct?		
I am a retired or semi-retired professor now teaching adjunct	22	11.4
I am a graduate student teaching somewhere other than my school of study	2	1.0
I am an adjunct hoping to receive a full-time teaching position within the next 24 months	12	6.2
I am teaching part-time in addition to my full-time job	100	52.0
I am an adjunct but not for any of the above reasons	54	28.1

Q10 Which best describes your area of academic study

Accounting	15	7.8
Economics	15	7.8
Legal Studies/Business Law	16	8.3
Entrepreneurship	11	5.7
Finance	13	6.7
Management/Organizational Behavior	70	36.4
Production Management/Supply Chain Mgmt/ Strategic Management	9	4.6
Information Systems	13	6.7
Marketing	20	10.4
Real Estate	4	2.0
Hospitality Management	1	0.5

Q12 Which best describes your level of education?

Associates Degree	1	0.5
Bachelors Degree	6	3.1
One Masters Degree	102	53.1
Two or more Masters Degrees	18	9.3
Juris Doctorate	11	5.7
Juris Doctorate and one or more Masters Degrees	8	4.1
Doctoral Degree	40	20.8
Doctoral Degree and Juris Doctorate	1	0.5

Q13 How much compensation do you typically receive for teaching per credit hour ^{b, d}

<\$399	6	3.1
\$400-\$699	39	20.3
\$700-\$999	45	23.4
\$1000-\$1499	38	19.7
\$1500-\$1999	8	4.1
\$2000-\$3999	17	8.8
\$4000+	10	5.2
Unusable	22	11.4

Q14 Including your adjunct salary, what is your total household income? ^{a, d}

<\$29,999	6	3.1
\$30,000-\$59,999	12	6.2
\$60,000-\$89,999	28	14.5
\$90,000-\$119,999	42	21.8
\$120000-\$149999	22	11.4
\$150000-\$199999	25	13.0
\$200000-\$299999	14	7.2
\$300000+	10	5.2
Unusable	25	13.0

Q14 If today you were offered a full-time, tenure track, faculty position at your current institution, would you accept the position?

Yes	108	56.25
No	83	43.23

^a Participants who did not provide a specific number were recorded as unusable

^b For participants who entered a range, the midpoint was recorded

^c Responses that were not per credit hour or could not be computed as per credit hour were recorded as unusable

^d Responses that were editorial were marked as unusable

Research question #1: Do adjunct business faculty at four-year universities express general satisfaction with their employment?

Analysis of the mean of responses to each facet question indicated that adjunct business faculty at four-year universities do express general satisfaction with their employment. In reference to the utilized Likert scale, which again ran from 1 being “Highly Dissatisfied” to 6 being “Highly Satisfied”, the overall mean of all responses was 4.91. As a mean of 3.5 is indicative of neutrality, individually 20 of the 22 facets had a mean higher than 3.5 thus indicating satisfaction (Table 2). Of the facets, Creativity had the highest level of satisfaction with a mean of 5.61 followed by Moral Values and Ability Utilization both with means of 5.60. Of the 22 facets, the eight highest means were all intrinsic facets. Only two of the facets had means which indicated job dissatisfaction. “Advancement” with a mean of 3.48 and “Secondary Compensation” with a mean of 3.31, both of which were extrinsic in nature. The facet with the lowest mean indicating satisfaction was “Compensation” with a mean of 3.84. This facet is also extrinsic in nature.

Table 2 Overall mean satisfaction levels per facet (N=192)	
Activity	5.13
Independence	5.56
Variety	5.46
Social Status	4.73
Human relations	4.96
Technical supervision	5.03
Moral Values	5.60
Security	4.23
Social service	5.55
Authority	4.48
Ability utilization	5.60
Policy and practice	4.38
Compensation	3.84
Advancement	3.48
Responsibility	5.55
Creativity	5.61
Working conditions	5.40
Coworkers	4.96
Recognition	4.66
Achievement	5.58
Ergonomics	4.80
Secondary Compensation	3.31

The participants within the study also indicated overall satisfaction individually. Again in reference to the Likert scaling, only eight respondents indicated some level of overall dissatisfaction while the remaining 184 participants indicated some level of satisfaction with their adjunct position (Table 2). Almost half of the participants (47.92%) indicated they were “moderately” to “very satisfied” with their position. Overall, participants indicated a mean satisfaction score of 4.91. Of the participants, four indicated they were completely satisfied with all 22 work facets for a perfect satisfaction score while one indicated he was completely dissatisfied with every facet of his position. (As it is possible that these five individuals were truly either completely satisfied or completely dissatisfied with their positions, they were not treated as outliers within the analysis.)

Table 3

Overall satisfaction levels by individuals (N=192)

	N	%
Very Dissatisfied	1	0.52
Very to Moderately Dissatisfied	0	0
Moderately to Slightly Dissatisfied	1	0.52
Slightly Dissatisfied to Neutral	7	3.65
Neutral to Slightly Satisfied	8	4.17
Slightly to Moderately Satisfied	79	41.15
Moderately to Very Satisfied	92	47.92
Very Satisfied	4	2.08

Research question #2: To what extent does the overall satisfaction level with intrinsic facets predict the satisfaction with individual extrinsic job facets?

A standard multiple regression was conducted utilizing the mean of all intrinsic facets as the criterion value with the individual means of the extrinsic facets as the predictor variables. There were no violations of linearity or normality and thus no data had to be removed from the 192 responses to the satisfaction questionnaire (Nau, 2012). Of the 10 extrinsic factors, only one of the extrinsic factors was significantly predicted by intrinsic satisfaction.

With a mean of 5.26, the intrinsic factors are collectively indicative of areas of high satisfaction for the sample population, falling between “Somewhat Satisfied” and “Very Satisfied” on the Likert scale. (Note, as previously stated, all 12 intrinsic factors were found to have satisfaction means above the 3.5 neutral mark.) With this level of satisfaction as the dependant variable, the statistical analysis indicated that 44% ($R^2 = .44$) of the satisfaction with extrinsic facets can be found within overall intrinsic satisfaction. With a t test of 16.16 and a p value of .000, it is concluded that overall intrinsic satisfaction is highly responsible for satisfaction with extrinsic facets (Table 4).

Table 4	
Overall mean satisfaction levels per facet groupings (N=192)	
<i>Intrinsic facets</i>	5.26
Activity	5.13
Independence	5.56
Variety	5.46
Social Status	4.73
Moral Values	5.60
Security	4.23
Social service	5.55
Authority	4.48
Ability utilization	5.60
Responsibility	5.55
Creativity	5.61
Achievement	5.58
<i>Extrinsic facets</i>	4.48
Human relations	4.96
Technical supervision	5.03
Policy and practice	4.38
Compensation	3.84
Advancement	3.48
Working conditions	5.40
Coworkers	4.96
Recognition	4.66
Ergonomics	4.80
Secondary Compensation	3.31

Although intrinsic satisfaction is predictive of satisfaction with the extrinsic facets as a whole, only the facet of Recognition was found to be significantly predicted by intrinsic satisfaction individually. With a satisfaction mean of 4.66, Recognition can only be seen as slightly to moderately satisfying; however, with a *t* test of 2.06 and a *p* value of .041, it is found to be individually predicted by intrinsic satisfaction. Based on this finding, researchers may use the equation [Recognition Satisfaction = 3.45 + .19*intrinsic satisfaction) to make predictions about similar populations.

Given that overall, only two of the 10 extrinsic facets indicated job dissatisfaction yet only one was found as a significant predictor, a backward step-wise regression was conducted utilizing the same dependant and independent variables to determine if the exclusion of certain variables might increase the predictability within the relationship among overall intrinsic satisfaction and the individual extrinsic factors. Within this analysis, the variables of Coworkers, Technical supervision, Human relations, Ergonomics, and Compensation were removed respectively one per step. With the removal of these variables, the remaining variables of Policy and practice ($t = 2.21$, p value = .028), Advancement ($t = 2.54$, p value = .012), Working conditions ($t = 2.77$, p value = .006), Recognition ($t = 2.48$, p value = .014), and Secondary compensation ($t = 2.32$, p value = .021) were seen to be significantly predicted by the overall satisfaction with the intrinsic facets.

Research question #3: What impact does the level of satisfaction with Compensation have on other facets of job satisfaction?

To address this question, a multiple regression was conducted utilizing the facet of Compensation as the dependent variable with the remaining 21 facets as the independent variables. Although low, the computed mean (3.84) indicated that as a whole, the participants did exhibit being slightly satisfied with their compensation for teaching adjunct. Again, from the means, it was observed that only Advancement and Secondary Compensation were areas in which the participants were slightly dissatisfied.

Analysis indicated that 53% ($R^2 = .53$) of the variance of satisfaction with the remaining 21 facets was found with the satisfaction with Compensation. Furthermore, three facets were found to be significant in predicting satisfaction with compensation: Security ($t = 2.71$, p value = .008), Policy and Practice ($t = 2.77$, p value = .006), and Advancement ($t = 4.35$, p value = .000).

Based on these levels of significance, the equation [Compensation = .27*security + .24*Policy and Practice + .36*Advancement] can be utilized to make predictions for similar populations.

Research question #4: To what extent does years of employment in adjunct teaching predict general satisfaction for adjunct business faculty at four-year universities?

To address this question, a linear regression was conducted utilizing overall job satisfaction levels of the participants with responses to the opened ended question of “In years, for what period of your career have you worked as an adjunct?”. Both variables were created through means of transformation. For the dependant variable, a simple averaging of the responses per individual to the job satisfaction questions was executed to derive an overall satisfaction mean for each of the respondents. For the independent variable, the opened ended responses were recoded within SPSS to eliminate issues with string variables and generate a usable numeric list (Appendix) (Antonius, 2003). The original responses ranged from 0 years to 40 years. While some alpha numeric responses had to be rewritten strictly in numeric terms, no responses were eliminated and no respondents had to be discounted.

Analysis indicated that there is neither connection nor predictive elements found between years of employment and overall satisfaction. With a *t* test of .09 and a *p* value of .929, years of employment as an adjunct holds no significance in predicting overall satisfaction. The R^2 value of .000 also indicated that there is no correlation between overall job satisfaction and years of service for the population.

As an auxiliary research question, the relationship between years of employment as an adjunct and overall satisfaction was further explored through the reversal of the variables. In this analysis, years of employment was utilized as the dependant variable while overall satisfaction was utilized as the independent variable. The results remained consistent to support that there is

little to no correlation between the two variables. The t test of .87 was similar to the previous analysis and although the p value of .384 was significantly lower than in the previous analysis, it still failed to reach statistical significance. The R^2 of .004 indicated that almost none of the variance in satisfaction was predicted by year of employment as an adjunct.

Research question #5: To what extent does having the desire for full-time employment affect the overall job satisfaction for adjunct business faculty at four-year universities?

To answer this question, a linear regression was performed utilizing the responses to survey question # 8 “Which of the following best describes you as an adjunct” as the independent variable along with the computed overall satisfaction means of the participants. As the survey question offered participants five categories in which to place themselves, responses were recoded utilizing a binary coding method. If respondents marked “I am an adjunct hoping to receive a full-time teaching position within the next 24 months” they were coded with a “1”. All other responses were coded with a “0” essentially creating a “yes or no” response pattern. There were no unusable responses and thus all 192 completed surveys were utilized in the analysis. Of the 192 responses, only 12 indicated that they were, as Tuckman (1978) would indicate, a “hopeful full-timer.”

Statistical analysis indicated that there is a minimal connection between overall job satisfaction and being a hopeful full-timer. Although the p value does reach statistical significance at .043, the t test of -2.04 indicates only a minimal relationship between the variables. Most striking is that with an R^2 of .02, only 2% of the variance in job satisfaction can be explained by the desire for full-time employment.

Research question #6: Is there a correlation between high job satisfaction levels and having employment outside of academia?

To address this question, a linear regression was performed utilizing the responses to survey question # 8 “I am teaching part-time in addition to my full-time job” as the independent variable along with the computed overall satisfaction means of the participants as the dependent variable. In the same method as research question #5, responses were recoded in a binary fashion as to create a “yes or no” response pattern. Again, no responses had to be eliminated and an overwhelming 100 of the 192 responses indicated they were Tuckman’s “full-mooners”.

Analysis indicated that there is only minimal correlation to being a full-mooner and job satisfaction. Despite having an overall satisfaction mean of 5.03 as compared to a mean of 4.77 for non full-mooners, an R^2 of .01 indicated that only 1% of the population’s satisfaction is found in their holding full-time employment outside of academia. The p value of .120 confirms that being a full-mooner is not a significant predictor of overall job satisfaction.

Given the findings within research questions #5 and #6, additional analysis was conducted to determine if intent/purpose for being an adjunct was significant in the overall job satisfaction as well as to determine if the recoding of the responses into binary format might have skewed the data. Revisiting the question in its original form, all data was reformed utilizing effect coding. Utilizing this method, analysis indicated that overall, the reasons for one being an adjunct are not significant in predicting overall job satisfaction. With an R^2 of .01 and a significance of .121, reasons for being an adjunct did not reach the necessary level of statistical significance to indicate issues within the previous analytical techniques and thus supported that neither desire for full-time employment or holding full-time employment outside of academia are significant factors within overall job satisfaction.

Chapter 5

Research Summary and Discussion

In general, this study was conducted with the aim of learning more about adjuncts teaching within business as well as adjuncts at four-year universities in general. The more specific research purpose of this study was to examine the job satisfaction of adjuncts in the curriculum area of business at four-year universities and to determine which job facets work to create job satisfaction for the population as well as to determine how select demographic factors affect overall satisfaction for this population. Through the use of statistical analysis to survey responses, answers to the research questions were found; however, the potential for application of these answers may be the more interesting segment of the research.

Research Question #1

Summary. The first research question was “Do adjunct business faculty at four-year universities express general satisfaction with their employment?” The purpose in asking this question was to confirm previous literature that suggested that business faculty are typically satisfied with their positions and to establish that this satisfaction level in fact extends to adjunct business faculty. The question was also asked to provide a general satisfaction level that could then be used within the analysis of demographic variables as well as more information of how specific job facets, both intrinsic and extrinsic, affect overall job satisfaction.

Analysis of the survey responses indicated that yes, this population does express general satisfaction and not just marginally, but overwhelmingly. The participants as a whole indicated that they were moderately or highly satisfied with their positions and that they were satisfied with 20 of the 22 tested job related facets. For the population, total satisfaction with intrinsic job facets was expressed.

Discussion. Beyond knowing that this population is satisfied lies a bigger picture: adjuncts in the field of business are not just satisfied, they are very satisfied and satisfied in almost all areas of their job. While it is not surprising, either logically or in keeping with previous research, that business adjuncts are satisfied in areas of Independence, Ability utilization, and Variety, what is surprising is that this population indicated satisfaction in areas such as Security, Working conditions, and Ergonomics. Though an area of dissatisfaction, even the area of Advancement with a mean of 3.48 was seen by many as a satisfying. From the experience of the researcher, working as an adjunct in business is not particularly different than in, say, the area of language arts in that one is offered classes without a contract, is usually given teaching supplies and may have logical anticipation of future employment. Though the issues of pay as well as desire for full-time work is specifically explored within this study, these areas cannot solely account for the satisfaction of this group.

As was learned within this study, over half of the participants had full-time positions in addition to their adjunct positions. Also learned was that roughly only 6% of the participants were teaching adjunct in the hopes of receiving full-time positions, a number that is in contrast to the 56% which said they would accept a full-time position if one were offered to them. Unlike the populations found in other areas of the campus (Banachowski, 1996; Wallin, 2004), these responses work to establish a population that is not struggling with their positions or frustrated with their professional lives but enjoy what they are doing, might accept a full-time position but currently accept their position for what it is: part-time. Key to understanding how this population has found this level of enjoyment with their part-time position may be found within their satisfaction levels of Security (mean 4.32), Policy and practice (mean 4.38), Advancement (mean 3.48), and Working conditions (mean 5.40). In viewing these four facets as a whole, in

light of what it means to be an adjunct, one can see an individual who accepts from the start what it means to be an adjunct. The policy and practice of being an adjunct is fairly well laid out in that the adjunct has no reasonable expectation of continued employment, will not get insurance, will not get tenure, will most likely not advance out of the adjunct position, and accepts that some working conditions may not be ideal. Simply because one does not get offered these things does not mean that they cannot be considered an area of satisfaction. Again, the contrast between the 6.2% who indicated that they were hoping to receive a full-time position and the 56.3% who said they would accept a full-time position must be viewed as striking and as grounds for further research into the role that acceptance of conditions might play significantly in the job satisfaction of adjuncts.

Research Question #2

Summary. The second research question asked “to what extent does the overall satisfaction level with intrinsic facets predict the satisfaction with individual extrinsic job facets?”. The purpose in asking this question was to determine if the satisfaction level with the intrinsic or internal motivators played a significant role in the levels of satisfaction with the extrinsic or external motivators. The question also served to determine which individual external factors were significantly predicted by intrinsic satisfaction.

Analysis of the survey responses indicated that a significant amount (44%) of the satisfaction found with extrinsic facets is accounted for by the intrinsic satisfaction of the individual. Individually, however, the facet of Recognition was the only extrinsic facet to be significantly predicted by the intrinsic satisfaction level. When statistically insignificant facets were removed, Policy and practice, Advancement, Working conditions, and Secondary compensation were also shown as significant.

Discussion. Given that the intrinsic facets had a satisfaction mean of 5.26 while the extrinsic facets had a mean of 4.48, it is not particularly surprising that intrinsic satisfaction would have some type of bolstering effect on the extrinsic facets. It is also not particularly surprising that Recognition was significantly predicted by intrinsic satisfaction as recognition was identified as a source of satisfaction by Herzberg (Hersberg, Mausner & Snyderman, 1959). Given that Creativity, Independence, and Ability utilization had very high levels of satisfaction, it might be easily surmised that the issues of an extrinsic nature might be affected by a Halo effect in that there is such strong satisfaction in the deeper internal areas that the perceptions of the external areas are viewed in an idealistic rather than realistic light or they are simply not as important to the individual. What is perhaps the more interesting revelation from this analysis is that again the facets of Policy and practice, Advancement and Working conditions came forward as being predicted individually by the intrinsic mean following the statistical removal of other facets.

Research Question #3

Summary: The third research question asked was “What impact does the level of satisfaction with Compensation have on other facets of job satisfaction?” Simply put, the purpose in asking this question of the population was to explore the age-old statement that money does not buy happiness. It was also asked because business faculty do tend to be some of the higher paid faculty on the college campus.

Analysis indicated that Compensation accounted for a majoritive 53% of the satisfaction with the other 21 facets within the study. Again, the population did exhibit an overall positive satisfaction with Compensation and thus it can only be concluded that Compensation plays a role in being satisfied with other aspects of the adjunct position. Again, the facets of Policy and

practice, Advancement, and Security emerged as significantly predicted, this time by Compensation.

Discussion: Although the idea of job satisfaction being derived from Compensation may run counter to the public notion of such, it does not particularly run counter to the ideas of Herzberg who again questioned if money was viewed as simply a factor within the job or a reflection of the job being performed. While some of the participants did express that they received over \$6,000 for teaching a three hour course, roughly 71% of the participants indicated that they were paid within the average adjuncts salary of \$1,500 to \$4,500 per course (Watanabe, 2003). This revelation regarding the adjuncts within the business areas seemingly then disproves the findings of Terpstra and Honoree (2004) because despite having an apparent equivalence in adjunct salary with other academic disciplines, business adjuncts still exhibit a higher level of satisfaction than their colleagues across the campus.

Possibly then, given the results of research questions #2 and #3, what might be at point is that individually, no one specific facet can be viewed within job satisfaction; rather, all facets must be viewed as a whole. Because in both of these questions, the variance in one or more facets was viewed in relation to other facets and the results were that a good portion of the variance was linked to other facets, one of two scenarios might be assumed. First, it is possible that within the job, all the facets play an equal and overlapping part in creating the overall satisfaction level. This is not to say that satisfaction levels within the individual facets are equal but that the role each plays in creating satisfaction is equal. The other scenario is again, that of Halo effect. Areas of high satisfaction might be playing a strong role in bolstering areas of dissatisfaction as well as areas of dissatisfaction tempering areas of high satisfaction. Regardless, it appears clear that altering the satisfaction levels of one or two specific facets can

actually alter the satisfaction one feels toward other facets although determining which facets can have this altering effect seems unclear.

Research Question #4

Summary: The fourth question asked was “To what extent does years of employment in adjunct teaching predict general satisfaction for adjunct business faculty at four-year universities?” The purpose in asking this question was to explore the relationship between years of service and how well one is satisfied with their adjunct position. From this question became available data as to the longevity someone might have as an adjunct.

The analysis indicated that there is no correlation between years of employment as an adjunct and overall job satisfaction, regardless of the direction of the relationship. While the majority of participants had been adjuncts for 0 to 10 years, those who were in the field past ten years had an equal level of satisfaction. In fact, from the data it was seen that the sixteen participants who had worked as an adjunct for one year or less had roughly the same overall job satisfaction as the sixteen who had worked for 20 or more years (5.10 mean and 5.11 mean respectively).

Discussion: That there is little or no connection between years of employment as an adjunct and overall satisfaction might first be addressed by one of the possible limitations of the current study: people who do not like their job are probably not going to stay in it past five years; however, given that those with the least amount of time and those with the most amount of time teaching adjunct have roughly the same satisfaction levels, it seems unlikely this was a factor in the present study. Even though all participants in this study were currently employed as an adjunct, because this study did not seek at what point in their careers the adjuncts became

adjuncts nor if adjunct status has been maintained consistently, the results are not useful in attempting to further explain a relationship that might involve leaving due to dissatisfaction.

Excluding for the possible effect of exodus of the unsatisfied, the results tend to support again the idea that when business adjuncts accept employment as adjuncts, they do so with a realistic expectation of what the position entails. Given that satisfaction with Policy and practice might seemingly hold some effect on years of employment, an auxiliary analysis was conducted to determine if there was a relationship to these two areas. Utilizing the mean score of Policy and practice as the dependent variable and years of employment as an adjunct as the independent variable, it was seen that only .3% ($R^2 = .003$) of the variance in the satisfaction with Policy and practice was predicted by years of employment. Coupled with a p value of .483, it is clear that there is no significant relationship between the satisfaction with the policies surrounding adjuncts and how long one stays an adjunct. This lack of relationship supports then the idea that adjuncts accept the policies surrounding their position and then move on from them and enjoy their positions.

Research Question #5

Summary: The fifth question researched in the study was “To what extent does having the desire for full-time employment affect the overall job satisfaction for adjunct business faculty at four-year universities?” The purpose in asking this question was to first identify if satisfaction was affected by the desire for full-time employment. A secondary benefit of this question was to identify if business adjunct faculty follow other areas of academia in viewing adjunct work as a path to full-time professor positions.

Results indicated that there was only a minimal connection between overall satisfaction and desire for full-time employment. Those seeking full-time employment held roughly the

same level of satisfaction as those teaching adjunct for one of the other four reasons given. Also seen in the data is that only a small portion (6%) of adjuncts are even hoping for a full-time position.

Discussion: Given that only 6% of the participants in this study were actually seeking a full-time position, this study shows a sharp contrast to other areas of academia in which as many as 60% of those teaching adjunct are doing so in the hopes of finding full-time employment (Banachowski, 1996; Hickman, 1998; Wallin, 2004; Wilson, 1998). Given that the individual satisfaction mean of those seeking full-time employment was 4.89, this group is completely in keeping with the overall satisfaction mean of 4.91 for the entirety of the participants (Table 5).

Table 5
Mean satisfaction level by reasons for being an adjunct (N=192)

	N	Mean
I am a retired or semi-retired professor now teaching adjunct	22	4.92
I am a graduate student teaching somewhere other than my school of study	2	4.82
I am an adjunct hoping to receive a full-time teaching position within the next 24 months	12	4.89
I am teaching part-time in addition to my full-time job	100	5.03
I am an adjunct but not for any of the above reasons	54	4.85

The application of the findings within this question is problematic. On the one hand, the results can be viewed that because the population is not concerned with finding full-time employment then they are not suffering from the stresses and frustrations that might adversely affect their overall job satisfaction as was seen in the study by Parker (1990). On the other hand, given that the mean satisfaction for this group was not significantly different from, and was actually close to the mean for, the entire population, this group might again be content with being adjunct and even though they are seeking a full-time position, at the current time, they are contented with their current employment situation.

Research Question #6

Summary: The sixth and final question asked sought to determine if there was a correlation between high job satisfaction levels and having employment outside of academia. The reason for asking this question was to first identify an initial connection between other employment and adjunct satisfaction. A secondary benefit of this question was to identify what proportion of adjuncts hold full-time positions outside of academia. This knowledge is important because in looking at the overall satisfaction levels of business adjuncts, the options for employment are more ample than in many other fields of academia which might in turn affect job satisfaction.

The findings of this question were consistent with RQ #5 in that having outside full-time employment bore little effect on the overall satisfaction of the participants. Although of the five groupings, this group did exhibit the highest mean (5.03), this number is roughly only .1 higher than the overall mean for the population. Revealed within this question is just how many of the participants held full-time employment. With 100 stating that they held a full-time position outside of their teaching, over half of the participants placed themselves into this category.

Discussion: Two perspectives come together to understand the findings within this question. First, remembering that the original definition of adjuncts found this group to be specialists and experts brought into the classroom to share their specialized knowledge (McGee, 2002), it is easy to see that those working full-time in the business world most likely have a strong personal interest in *one specific area* of business that they desire to share further through the classroom. Second, as was stated by Gappa and Leslie (1993), specialists and experts have little motivation to teach because they already hold well paying, secure positions. Thus it is really no surprise that this group within the population did have the highest level of satisfaction and that so many of the participants identified themselves with this group.

The application of the specific findings within this question becomes problematic when viewed from the perspective of the entire campus. While business professionals with higher degrees can find successful and satisfying full-time work, other areas of the campus are not so lucky. In essence, while some department heads in business can require of adjuncts that they hold outside industry employment as to ensure satisfaction in being an adjunct, academic heads across the campus simply do not have this luxury and thus full-time employment cannot be used as a factor to improve overall satisfaction.

Summative Discussion

The main motivation for conducting this study was to explore the world of adjunct teaching not from a cynical standpoint but rather to explore this field from the idea that those who participate in it are satisfied with their positions and enjoy their line of work. The assumption was made in the development of the study that the population would express satisfaction with their positions and thus the goal of the researcher was then to explore and identify those facets and demographics that might lead to a better understanding of what causes the specific population of adjuncts to be satisfied and thus to translate those findings into usable methods by which unsatisfied adjuncts might be positively impacted.

Of great surprise to the researcher was just how satisfied the population sample really was in almost all areas of study. Even the least suspected area of Compensation revealed itself as an area of satisfaction for the participating adjuncts. Neither years of employment as an adjunct nor reasons for being an adjunct proved to be significant factors in the overall satisfaction of the business adjuncts. While Compensation itself served to account for a considerable amount of the variation in satisfaction, it did not account for the majority of satisfaction variation nor did it serve to adequately predict other specific facets of job

satisfaction. Though through this research the researcher was able to answer the research questions, it is now through viewing this study as a foundational study that the true impact on the field of adjunct teaching can be made.

Future Studies

As study after study has revealed essentially the same finding—adjuncts are relatively satisfied with their positions and just as satisfied as full-time faculty—it is time that research extends past job satisfaction to begin to better explore the relationships between demographic variables and facets of the job. It also appears to be appropriate to cease framing adjunct teaching as some sort of pariah profession and to begin to investigate the adjunct profession as one in which people willfully and gladly enter and allow those individuals to express themselves in the same manner as any other profession is allowed to do.

A replication of the current study would benefit from certain additional questions. First, it would be important to ask the participants to rate their overall satisfaction with their position. In asking this question, the participants would be allowed to make a simple statement regarding their overall satisfaction and be allowed to make so with any weighted average, either conscious or subconscious, of any of the job satisfaction facets. The inclusion of this question would also allow for more predictive analysis to be executed as, rather than having a summation of all facets indicating satisfaction, the score given to an overall satisfaction question would not include the individual facets and thus the variation between facets and overall satisfaction could be more significantly explored.

The current study might also benefit from the inclusion of a question asking how far in advance one knows which courses they are teaching. Again, in reference to the majority of those in this study having full-time positions outside of academia, it is not unreasonable to assume that

these individuals might be teaching a specialized course that might be on a regular rotation. Also, since this population expressed slight to moderate satisfaction with Security, it is not unreasonable to think that this population might have some reason to think that their adjunct employment extends beyond the current semester. Knowledge of how far in advance one knows they will be teaching a course might work to explain the satisfaction with Security but also overall job satisfaction.

Finally, the current study would benefit from comparative analysis with other academic fields. While the findings are interesting and do reveal certain interesting aspects of business adjuncts, the findings are limited because it is not known if they are specific to this area or if they are in fact universally reflected of academia as a whole. To further appreciate the findings of this study, it should be replicated across other areas of academia as well. This exploration would be made even stronger by the addition of an exploration of workplace climate and the perception of value the adjunct feels from colleagues and supervisors.

Beyond this study, exploration of a possible triangular relationship among overall satisfaction, compensation and desire for employment should be made. Given again that none of the reasons for teaching as an adjunct proved to be a significant factor in predicting overall satisfaction, it must be assumed that other mitigating relationships are in place that created the overall satisfaction levels. With a more thorough exploration of compensation and desire for different employment, a balance point might be located in which adjunct teaching is looked upon as a rewarding career rather than an inadequately compensated venture.

Further exploration need also be made into the potential relationships among satisfaction, Policy and practice, Advancement, and Working conditions. Either populatively or historically, these areas should not be areas in which adjuncts find satisfaction; however, the participants in

this study found some level of satisfaction in each. In looking deeper into this issue, the role of expectations and understanding of what being an adjunct actually means needs to be made further, not just for business adjuncts but for all adjuncts across the campus. By better understanding the expectations of those pursuing adjunct work, those who are seeking something from the position which the positions can never be might be eliminated prior to any job dissatisfaction occurring thus increasing the satisfaction for those who do understand the role of working as an adjunct.

Similarly, exploration of the fit of a person to be an adjunct would serve to better identify those who are actually capable of executing the job and doing so with satisfaction. As discussed by Papp (2002), many individuals with graduate degrees become adjuncts simply because they do not know what else to do; however, evidence suggests that mismatches in education, skills and job can have a profound effect on satisfaction (Allen & van der Velden, 2001). What is an unfortunate assumption throughout academia is that those who hold higher degrees are automatically qualified to teach at a college level despite having no training or experience in the teaching of college level classes. (Of note, only 34% of those who participated in the current research indicated they had had instruction in the teaching of a college level course.) The assumption that all graduate degree holders are qualified, capable and designed to teach on the college level must be abolished and more research into the psychological, sociological and technical abilities needed to be a successful and satisfied college level educator need to be made so that those who lack the skills and the propensity to be satisfied with college level teaching can be weeded out prior to their ever reaching the classroom.

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Within 60 minutes of inviting participants to take part in this study, 43 business adjuncts had responded by completing the survey. In some ways, I was surprised that so many people were so eager to take part in my study; however, having now explored this population, I see that there was no reason for me to be surprised. By definition, adjuncts are those who come to the campus to offer their special skills and talents in order to educate others so of course they would want to help me.

Looking across the results of this study, although many interesting points of data emerged, the one about which I personally am most pleased was the most simple: the population was satisfied. This information was satisfying not just because it was the result I wanted to see from the project but it allowed me the opportunity to learn more about myself. Of the seemingly infinite number of research articles in the myriad of academic journals, very few of the researchers seem to conduct projects about a population of which they are also a member. To me, this study was not just about job satisfaction nor about part-time employment—it was about the roughly 850,000 people who do the same things I do every day.

From this study, I got to see that two other people, just like me, who are teaching at a school that is different than where they are pursuing their doctorate are satisfied with their adjunct positions. I learned that 12 people, who just like me are hoping to attain a full-time position in the next 24 months, are satisfied with their positions. I learned that 108 people, just like me, would accept a full-time position at their current institution today if one were offered to them. From this study I learned that I am not an anomaly as a satisfied adjunct; rather, my happiness with my position reflects the group to which I belong.

Though the debate will continue as to the employment of adjuncts and many studies will follow this one as to whether this population or that population is satisfied with their adjunct

positions, one final contribution can be considered. In the current semester, roughly 1.6 million college students are majoring in business (National Center for Educational Statistics, 2012)

Fortunately, it appears that at least 50% of their faculty are satisfied.

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APPENDICES

Vance Johnson Lewis, ABD

Email: vance.johnson.lewis@okstate.edu

August 17, 2011

Vocational Psychology Research
University of Minnesota
N612 Elliott Hall
75 East River Road
Minneapolis, MN 55455-0344

To whom it may concern:

Please find included in this package the necessary documents in my hopes to obtain permission to utilize the short form of the MSQ for my dissertation. I have included the qualifications form, order form and a check totaling \$85.00 as well as highlights from my research proposal which explain my project. The MSQ is perfect for my study and I will be very grateful to receive permission to utilize the questions.

In summary, my study will be looking to determine which facets of job satisfaction serve to predict job satisfaction for adjunct faculty in the curriculum field of business at four-year universities. This population has gone grossly understudied and, given that this population of adjuncts seems to have high levels of job satisfaction, I want to find out what is the source of their job satisfaction. The variety of intrinsic and extrinsic facets within the MSQ is perfect for this research. Per my conversation with Ms. Pat Hanson on August 11, I plan to distribute the online survey to 500 potential participants and it is my hope that 200 usable responses will be gained.

This project will be overseen by a very qualified committee at Oklahoma State University. The advisor for the project is Dr. Shabana Mir who is an assistant professor of social foundations. The chair is Dr. Steven Edwards who is a full professor, associate school head, and head of graduate research for the College of Education. The committee also includes Dr. Denise Blum who is an assistant professor of social foundations as well as Dr. Ken Eastman who is an associate professor and department head for the division of business management. All are very adept in the administration and analysis of qualitative and psychological surveys. Though still honing my skills, I have completed 15 hours of research design and analysis courses and recently won an award for my research on the effects of bullying on youth.

Again, thank you for reviewing my request to utilize the short form questions of the MSQ as part of my dissertation survey. I hope to be able to begin my research in September so if there is any further information I can provide to aid you in your decision, please contact me either by phone or email.

Best,

Vance Johnson Lewis

Encl: Check, registration form, order form, edited proposal

UNIVERSITY OF MINNESOTA

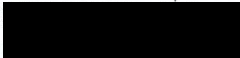
Twin Cities Campus

*Department of Psychology
College of Liberal Arts*

*N218 Elliott Hall
75 East River Road
Minneapolis, MN 55455*

*Office: 612-625-2818
Fax: 612-626-2079
www.psych.umn.edu*

August 25, 2011

Vance Johnson Lewis


Dear Vance Johnson Lewis:

We are pleased to grant you permission to use the Minnesota Satisfaction Questionnaire 1977 short form on a secure web site in your research project as you requested.

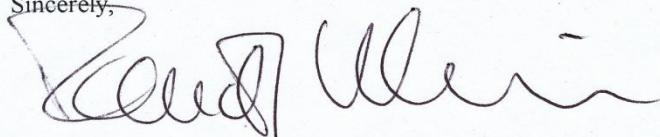
Please note that each copy that you make must include the following copyright statement:

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University of Minnesota. Reproduced by permission.

Vocational Psychology Research is currently in the process of revising the MSQ manual and it is very important that we receive copies of your research study results in order to construct new norm tables. Therefore, we would appreciate receiving a copy of your results including 1) Demographic data of respondents, including age, education level, occupation and job tenure; and 2) response statistics including, scale means, standard deviations, reliability coefficients, and standard errors of measurement.

Your providing this information will be an important and valuable contribution to the new MSQ manual. If you have any questions concerning this request, please feel free to call us at 612-625-1367.

Sincerely,



Dr. David J. Weiss, Director
Vocational Psychology Research

Driven to DiscoverSM

Oklahoma State University Institutional Review Board

Date: Monday, September 12, 2011
IRB Application No ED11137
Proposal Title: Prediction of Job Satisfaction Based on Workplace Factors for Adjunct Business Faculty at Four Year Universities

Reviewed and
Processed as: Exempt

Status Recommended by Reviewer(s): Approved Protocol Expires: 9/11/2012

Principal
Investigator(s):

Vance Johnson Lewis

Shabana Mir
213 Willard Hall
Stillwater, OK 74074

The IRB application referenced above has been approved. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

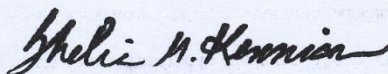
☒ The final versions of any printed recruitment, consent and assent documents bearing the IRB approval stamp are attached to this letter. These are the versions that must be used during the study.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval.
2. Submit a request for continuation if the study extends beyond the approval period of one calendar year. This continuation must receive IRB review and approval before the research can continue.
3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of this research; and
4. Notify the IRB office in writing when your research project is complete.

Please note that approved protocols are subject to monitoring by the IRB and that the IRB office has the authority to inspect research records associated with this protocol at any time. If you have questions about the IRB procedures or need any assistance from the Board, please contact Beth McTernan in 219 Cordell North (phone: 405-744-5700, beth.mcternan@okstate.edu).

Sincerely,



Shelia Kennison, Chair
Institutional Review Board

***1. Are you someone who teaches in the field of higher education without having full or permanent status?**

☐ Yes. I am employed on a semester/term by semester/term basis.

☐ Yes. My teaching load is less than full-time status.

☐ No. I do not fit the definition as provided.

Page 1

***2. Do you teach in the curriculum field of business at a four-year college or university?**

☐ Yes

☐ No

For the following questions, please select the one response that best represents you.

***3. What is your gender?**

- ☐ Female
☐ Male

***4. What is your age in years?**

***5. How many credit hours do you typically teach per semester/term?**

***6. Do you work as an adjunct at more than one institution?**

- ☐ Yes
☐ No

***7. Do you work as an adjunct at an institution from which you earned one or more degrees?**

- ☐ Yes
☐ No

***8. In years, for what period of your career have you worked as an adjunct?**

***9. Which of the following best describes you as an adjunct?**

- ☐ I am a retired or semi-retired professor now teaching adjunct
- ☐ I am a graduate student teaching somewhere other than my school of study
- ☐ I am an adjunct hoping to receive a full-time teaching position within the next 24 months
- ☐ I am teaching part-time in addition to my full time job
- ☐ I am an adjunct but not for any of the above reasons

***10. Which best describes your area of academic study?**

- | | |
|--|--|
| <input type="radio"/> Accounting | <input type="radio"/> Production Management/Supply Chain Management/Strategic Management |
| <input type="radio"/> Economics | <input type="radio"/> Management Science/Information Systems |
| <input type="radio"/> Legal Studies/Business Law | <input type="radio"/> Marketing |
| <input type="radio"/> Entrepreneurship | <input type="radio"/> Real Estate |
| <input type="radio"/> Finance | <input type="radio"/> Hospitality Management |
| <input type="radio"/> Management/Organizational Behavior | |

***11. Do you also adjunct in a curriculum area other than business?**

- ☐ Yes
- ☐ No

If yes, please specify

***12. Which best describes your level of education?**

- | | |
|---|--|
| <input type="radio"/> Associates Degree/Technical certification | <input type="radio"/> Juris Doctorate |
| <input type="radio"/> Bachelors Degree | <input type="radio"/> Juris Doctorate and one or more Masters Degree |
| <input type="radio"/> One Masters Degree | <input type="radio"/> Doctoral Degree |
| <input type="radio"/> Two or more Masters Degrees | <input type="radio"/> Doctoral Degree and Juris Doctorate |

***13. How much compensation you typically receive for teaching per credit hour?**

***14. Including your adjunct salary, what is your total household income?**

***15. Have you ever been formally instructed in teaching college level courses, either through a for credit course or through mentorship?**

- ☐ Yes
☐ No

***16. Have you ever received student evaluations for a course that ranked your class overall as average or lower?**

- ☐ Yes
☐ No

***17. Has your supervisor or lead faculty ever worked with you on ways to improve your teaching or course content?**

- ☐ Yes
☐ No

***18. Have you ever been involved in the development of the courses you teach including textbook selection, standard objectives, etc?**

- ☐ Yes
☐ No

*** 19. For the following statements, please reflect on your position as an adjunct and rate yourself as being Very Dissatisfied, Somewhat Dissatisfied, Slightly Dissatisfied, Slightly Satisfied, Somewhat Satisfied, Very Satisfied in relationship to your position.**

	Very Dissatisfied	Somewhat Dissatisfied	Slightly Dissatisfied	Slightly Satisfied	Somewhat Satisfied	Very Satisfied
Being able to keep busy all the time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The chance to work alone on the job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The chance to do different things from time to time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The chance to be "somebody" in the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The way my supervisor handles his/her employees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The competence of my supervisor in making decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being able to do things that do not go against my conscience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The way my job provides for steady employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

***20. For the following statements, please reflect on your position as an adjunct and rate yourself as being Very Dissatisfied, Somewhat Dissatisfied, Slightly Dissatisfied, Slightly Satisfied, Somewhat Satisfied, Very Satisfied in relationship to your position.**

	Very Dissatisfied	Somewhat Dissatisfied	Slightly Dissatisfied	Slightly Satisfied	Somewhat Satisfied	Very Satisfied
The chance to do things for other people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The chance to tell people what to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The chance to do something that makes use of my abilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The way company policies are put into practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My pay and the amount of work I do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The chances for advancement on this job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The freedom to use my own judgment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

***21. For the following statements, please reflect on your position as an adjunct and rate yourself as being Very Dissatisfied, Somewhat Dissatisfied, Slightly Dissatisfied, Slightly Satisfied, Somewhat Satisfied, Very Satisfied in relationship to your position.**

	Very Dissatisfied	Somewhat Dissatisfied	Slightly Dissatisfied	Slightly Satisfied	Somewhat Satisfied	Very Satisfied
The chance to try my own methods of doing the job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The working conditions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The way my co-workers get along with each other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The praise I get for doing a good job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The feeling of accomplishment I get from the job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The space I am allotted to do my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The fringe benefits that accompany my position	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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***22. If today you were offered a full-time, tenure track, faculty position at your current institution, would you accept the position?**

☐ Yes

☐ No

Survey has been completed!

Thank you for participating in this survey. I plan on defending my dissertation in the Spring of 2012 and also plan to publish the survey results through journals and conferences. If you have any questions or would like to participate in further research into the adjunct profession, please email me at vance.johnson.lewis@okstate.edu.

To: [Email]
From: "vance.johnson.lewis@okstate.edu via surveymonkey.com" <member@surveymonkey.com> [Verify](#)

Subject: Calling all Business Adjunct Faculty
Body: Hello [FirstName]!

This email is to invite you to participate in my dissertation "Prediction of job satisfaction based on workplace factors for adjunct business faculty at four-year universities." Like yourself, I am an adjunct in the field of business and hopefully like yourself, I enjoy what I do. The majority of the research regarding adjuncts has been centered on those teaching at community colleges so the purpose of my project is to learn more about us: adjuncts in the curriculum area of business at four-year colleges and universities.

The link below will take you to a survey that should take you no more than 10 minutes to complete. The survey will ask you some basic demographic questions about yourself as well as ask you to rate specific facets of your work as an adjunct. These facets are the work of the Vocational Psychology Research Department at the University of Minnesota to which I am grateful for their consent for use in this study.

<http://www.surveymonkey.com/s.aspx>

Please know that your participation in this survey is entirely voluntary and that there are no foreseeable risks associated with this project. If you do not feel comfortable completing the survey, you may end it at any time; however, I certainly look forward to your responses and the opportunity to learn more about our specific population in the world of academia. To protect you, no information will be collected that could identify you, link your responses to your institution, or link you to your responses. I have constructed this survey on the user friendly website Survey Monkey and responses will be pooled on the Survey Monkey website until collectively downloaded to SPSS for analysis. I plan on retaining the raw data for three years. Please know that only I will have access to the responses and I will not be accessing responses on public or shared computers.

If you have any questions about this project, please feel free to contact me at vance.johnson.lewis@okstate.edu or my advisor Dr. Shabana Mir at shabana.mir@okstate.edu. If you have questions about your rights as a research volunteer, please contact the Oklahoma State University Institutional Review Board (IRB) Chair, Dr. Shelia Kennison at 219 Cordell North, Stillwater, OK 74078, 405-744-3377 or irb@okstate.edu. Again, I am looking forward to your participation and knowing more about us!

Best,

Vance Johnson Lewis, ABD
Doctoral Candidate
Major: Higher Education
Minor: Business Management
Oklahoma State University

By continuing to and completing the survey, you are indicating that you freely and voluntarily agree to participate in this research study. If you no longer wish to receive emails related to this study, please click here:
<http://www.surveymonkey.com/optout.aspx>

To: [Email]
From: "vance.johnson.lewis@okstate.edu via surveymonkey.com" <member@surveymonkey.com> [Verify](#)

Subject: Last call for business adjuncts
Body: Hello again [FirstName]!

On Sept. 19th, I sent you an email invitation to participate with other Business Adjuncts in my dissertation "Prediction of job satisfaction based on workplace factors for adjunct business faculty at four-year universities." So far, I have had a good response but I am still needing your input and insight into what makes you satisfied (or perhaps unsatisfied) with teaching adjunct in the academic field of business. I would appreciate it very much if you could take just a few moments to complete the survey found at the link below so that we can all have a better understanding of the work that we do.

<http://www.surveymonkey.com/s.aspx>

Again, if you have any questions about this project, please feel free to contact me at vance.johnson.lewis@okstate.edu or my advisor Dr. Shabana Mir at shabana.mir@okstate.edu. If you have questions about your rights as a research volunteer, please contact the Oklahoma State University Institutional Review Board (IRB) Chair, Dr. Shelia Kennison at 219 Cordell North, Stillwater, OK 74078, 405-744-3377 or irb@okstate.edu. Again, I am looking forward to your participation and knowing more about us!

Best,

Vance Johnson Lewis, ABD
Doctoral Candidate
Major: Higher Education
Minor: Business Management
Oklahoma State University

If you would like to be removed from the study, please click <http://www.surveymonkey.com/optout.aspx>

Type	Location	School	Number
Bachelors	Northeast	Morrisville State College	12
Bachelors	Northeast	Seton Hall University	5
Bachelors	Northeast	Union College	1
Bachelors	Northeast	Geneva College	8
Bachelors	West	The College of Idaho	1
Bachelors	West	Dixie State College of Utah	17
Bachelors	West	Valley City State University	1
Bachelors	West	Nevada State College	16
Bachelors	West	San Diego Christian College	5
Bachelors	Midwest	Missouri Southern State University	16
Bachelors	Midwest	Finlandia University	5
Bachelors	Midwest	Midstate College	11
Bachelors	Southwest	Southwestern University	4
Bachelors	Southwest	Austin College	1
Bachelors	Southwest	East Texas University	1
Bachelors	Southwest	Jarvis Christian College	4
Bachelors	Southwest	University of Houston-Downtown	40
Bachelors	Southeast	University of Arkansas-Fort Smith	3
Bachelors	Southeast	University of Richmond	8
Bachelors	Southeast	University of North Carolina Asheville	1
Bachelors	Southeast	Greensboro College	2
Bachelors	Southeast	Mount Olive College	105
Masters	West	Point Loma Nazarene University	21
Masters	West	Hawaii Pacific University	47
Masters	West	California State University-Fullerton	8
Masters	Midwest	Elmhurst College	53
Masters	Midwest	Capital University	12
Masters	Midwest	University of Illinois at Springfield	17
Masters	Southwest	University of Central Oklahoma	51
Masters	Southwest	Prairie View A & M University	2
Masters	Southwest	West Texas A & M University	4
Masters	Southwest	East Central University	5
Masters	Northeast	Marist College	1
Masters	Northeast	College of Saint Joseph	9
Masters	Northeast	University of Scranton	9
Masters	Northeast	Stevenson University	56
Masters	Southeast	Union College	1
Masters	Southeast	University of Central Arkansas	14
Masters	Southeast	Troy University	2
Masters	Southeast	Winthrop University	7
Masters	Southeast	Delta State University	2
Masters	Southeast	Winston-Salem State University	11
Doctoral	Southeast	Vanderbilt University	9
Doctoral	Southeast	University of Florida	11

Doctoral	Southeast	Nova Southeastern University	153
Doctoral	Midwest	Illinois Institute of Technology	17
Doctoral	Midwest	Western Michigan University	6
Doctoral	Midwest	Iowa State University	116
Doctoral	West	University of Alaska Fairbanks	4
Doctoral	West	University of Southern California	21
Doctoral	West	University of California-San Diego	2
Doctoral	West	Fielding Graduate University	7
Doctoral	West	University of California-Riverside	1
Doctoral	West	University of Denver	60
Doctoral	Northeast	New York University	72
Doctoral	Northeast	Stony Brook College	12
Doctoral	Northeast	University of New Hampshire-Main	1
Doctoral	Northeast	University of Buffalo	19
Doctoral	Southwest	University of Arizona	21
Doctoral	Southwest	Rice University	38
Doctoral	Southwest	University of Oklahoma	10

1. University of Nebraska at Omaha (did not list as adjuncts)
2. Northern Illinois University (did not list as adjuncts)
3. Indiana University-Bloomington (did not list adjuncts)
4. Florida International University (did not list adjuncts)
5. University of Arkansas at Little Rock (did not list adjuncts)
6. Argosy University-Sarasota (did not list faculty)
7. Virginia Commonwealth University (did not list adjuncts)
8. University of South Alabama (did not list adjuncts)
9. Barry University (no adjuncts listed, claim of classes being led by full-time faculty)
10. Florida Agriculture and Mechanical University (does not list adjuncts)
11. Argosy University-Atlanta (did not list faculty)
12. University of West Florida (no adjuncts listed, claims classes taught by full-time with PhDs.)
13. The University of Alabama (did not list adjuncts)
14. University of Kentucky (no adjuncts listed)
15. Washington State University (no adjuncts listed)
16. California Institute of Technology (does not have an academic program in business)
17. Colorado Technical University (did not list faculty)
18. University of Colorado at Boulder (did not list adjuncts)
19. University of Northern Colorado (did not list adjuncts)
20. California Institute of Integral Studies (did not have an academic program in business)
21. University of Nevada-Las Vegas (did not list adjuncts)
22. University of California-Berkeley (did not list adjuncts)
23. University of California-Irvine (did not list adjuncts)
24. Stanford University (did not list adjuncts)
25. University of Houston (did not list as adjunct)
26. Texas A&M University (did not list as adjunct)
27. University of Massachusetts-Boston (did not list adjuncts)
28. Harvard University (did not list adjuncts)
29. University of Massachusetts-Lowell (adjuncts listed but email addresses were not)
30. Northeastern University (did not list adjuncts)
31. George Fox University (did not list adjuncts)
32. Chaminade University of Honolulu (only listed full-time faculty on university directory)
33. University of Portland (did not list adjuncts)
34. Pacific University (did not list adjuncts)
35. Prescott College (did not have a program in business)

36. Naropa University (did not have a program in business)
37. San Francisco State University (did not list faculty as adjunct)
38. Loyola Marymount University (did not provide titles for faculty)
39. Western Washington University (did not list faculty as adjunct)
40. Mills College (did not list faculty as adjunct)
41. Saint Mary's College of California (did not provide titles for faculty)
42. Golden Gate University-San Francisco (did not provide email addresses for most adjuncts)
43. California State University-East Bay (did not provide titles for faculty)
44. Texas State University-San Marcos (did not list faculty as adjunct)
45. New Mexico Highlands University (did not list faculty as adjunct)
46. Trinity University (did not list faculty as adjunct)
47. Western International University (did not list faculty)
48. The University of Texas of the Permian Basin (did not list faculty as adjunct)
49. Abilene Christian University (did not list faculty as adjunct)
50. LeTourneau University (did not list faculty as adjunct)
51. Northeastern State University (did not list faculty as adjunct)
52. University of Bridgeport (did not list faculty as adjunct)
53. Rhode Island College (did not list faculty as adjunct)
54. Norwich University (did not list faculty as adjunct)
55. Monroe College (unable to find faculty directory for business college)
56. Rowan University (did not list faculty as adjunct)
57. Roger Williams University (did not list faculty as adjunct)
58. Gannon University (did not list faculty as adjunct)
59. Southern New Hampshire University (did not list faculty)
60. West Chester University of Pennsylvania (did not list faculty as adjunct)
61. East Stroudsburg University of Pennsylvania (did not list faculty as adjunct)
62. Villanova University (did not list faculty as adjunct)
63. Loyola University Maryland (did not list faculty as adjunct)
64. Wheelock College (did not have an academic program in business)
65. Coppin State University (did not list faculty as adjunct)
66. Centenary College (did not list faculty as adjunct)
67. Point Park University (did not list faculty as adjunct)
68. Anna Maria College (did not list email addresses for faculty)
69. Wagner College (did not list faculty as adjunct)
70. Chesnut Hill College (did not list faculty as adjunct)
71. University of Wisconsin-La Crosse (did not list faculty by title)
72. University of Southern Indiana (did not list faculty as adjunct)
73. University of Wisconsin-Eau Claire (did not list faculty as adjunct)
74. Walsh University (did not have a departmental directory)

75. Western Illinois University (did not list faculty as adjunct)
76. National American University-Rapid City (did not provide a faculty directory)
77. Indiana University-Northwest (did not list faculty as adjunct)
78. Black Hills State University (Business paired with Natural Sciences; unclear who was business)
79. University of Indianapolis (did not provide email addresses for adjuncts)
80. Youngstown State University (did not list faculty as adjunct)
81. University of Michigan-Dearborn (distinguished between FT and adjunct lectures but did not provide email addresses for adjuncts)
82. Southern Illinois University Edwardsville (did not list faculty as adjunct)
83. University of Wisconsin-Platteville (did not list faculty as adjunct)
84. Eastern Michigan University (did not list faculty as adjunct)
85. University of Mary Washington (did not list faculty as adjunct)
86. McNeese State University (did not list faculty as adjunct)
87. Lynchburg College (did not list faculty as adjunct)
88. University of South Florida Polytechnic (did not list faculty as adjunct)
89. Argosy University-Tampa (did not provide a faculty directory)
90. William Carey University (did not list faculty as adjunct)
91. Southern Polytechnic State University (did not have an academic program in business)
92. Murray State University (did not list faculty as adjunct)
93. Arkansas State University (did not list faculty as adjunct)
94. Southeastern Louisiana University (did not list faculty as adjunct)
95. Western Kentucky University (did not list faculty as adjunct)
96. Stratford University (did not list faculty by title)
97. Augusta State University (did not provide email addresses for adjuncts)
98. Belmont University (did not have departmental faculty listing)
99. Valdosta State University (did not list faculty as adjunct)
100. Northwestern State University of Louisiana (no academic program in business)
101. Fayetteville State University (did not list faculty as adjunct)
102. Alabama A&M University (Did not list faculty as adjunct)
103. Arkansas Tech University (did not list faculty as adjunct)
104. Longwood University (did not list faculty as adjunct)
105. Tennessee Technological University (did not list faculty as adjunct)
106. Alcorn State University (did not list faculty as adjunct)
107. Florida Southern College (did not list faculty as adjunct)
108. Fort Valley State University (did not have an academic program in business)
109. University of South Carolina-Beaufort (did not list faculty as adjunct)
110. Potomac College (did not list faculty by title)
111. Wofford College (did not list faculty as adjunct)

112. West Virginia State University (did not list faculty by title)
113. Spelman College (did not list faculty as adjunct)
114. Kentucky State University (did not list faculty as adjunct)
115. Xavier University of Louisiana (did not list faculty as adjunct)
116. Sanford-Brown College (did not list faculty)
117. University of Mobile (did not list faculty as adjunct)
118. John Brown University (did not list faculty as adjunct)
119. Macon State College (did not list faculty as adjunct)
120. Bryan College (did not provide email for adjunct)
121. Virginia Union University (unable to locate faculty directory)
122. Wheaton College (MA) (did not list faculty as adjunct)
123. Granite State College (unable to locate faculty directory)
124. Skidmore College (did not list faculty as adjunct)
125. Daniel Webster College (did not list faculty by title)
126. Castleton State College (did not list faculty as adjunct)
127. Allegheny College (did not list faculty as adjunct)
128. Westminster College (PA) (did not provide email addresses for faculty)
129. United State Naval Academy (did not list faculty as adjunct)
130. Bloomfield College (unable to find departmental directory)
131. Colgate University (did not list faculty as adjunct)
132. Pennsylvania College of Technology (did not list faculty as adjunct)
133. Vermont Technical College (did not list faculty as adjunct)
134. Concordia College-NY (did not list faculty as adjunct)
135. Farmingdale State College (did not list faculty by title)
136. Central Pennsylvania College (did not list faculty as adjunct)
137. Greenville College (did not list faculty as adjunct)
138. Midway College (unable to find faculty directory)
139. University of Wisconsin-Parkside (did not list faculty as adjunct)
140. Lake Forest College (did not list faculty as adjunct)
141. Holy Cross College (did not provide emails for faculty)
142. Ohio Wesleyan University (did not have an academic program in business)
143. The College of Wooster (did not list faculty as adjunct)
144. Rogers State University (did not list faculty as adjunct)
145. Oklahoma Panhandle State University (unable to find departmental directory)
146. Texas College (unable to find departmental directory)
147. Texas A & M University-Galveston (did not have an academic program in business)
148. McMurry University (did not list faculty as adjunct)
149. University of Sciences and Arts of Oklahoma (did not list faculty as adjunct)
150. Brookline College-Phoenix (did not have an academic program in business)

151. Northern New Mexico College (did not list faculty as adjunct)
152. Bacone College (unable to locate departmental directory)
153. Southwestern Christian College (did not have an academic program in business)
154. University of the Southwest (did not list faculty as adjunct)
155. Oklahoma Baptist University (did not list faculty as adjunct)
156. Oklahoma Wesleyan University (did not list faculty as adjunct)
157. Mid-America Christian University (did not list faculty as adjunct)
158. Saint Gregorys University (did not list faculty as adjunct)
159. Howard Payne University (unable to locate departmental directory)
160. Northwest University (did not list faculty as adjunct)
161. Northern State University (did not list faculty as adjunct)
162. University of Puget Sound (did not list faculty as adjunct)
163. Pacific Union College (did not list faculty as adjunct)
164. Western State College of Colorado (did not list faculty as adjunct)
165. Coleman University (unable to find faculty directory)
166. Montana State University-Northern (unable to locate a departmental directory)(
167. The University of the West (did not provide email addresses for faculty on directory)
168. Bethany College (did not list faculty as adjunct)
169. Grand View University (did not list faculty as adjunct)
170. Lewis-Clark State College (did not list faculty by title)
171. Buena Vista University (did not list adjuncts department affiliations)

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AUTORECODE VARIABLES=Q8
/INTO Yearsnostrongq8
/PRINT.

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Q8 into Yearsnostrongq8

Old Value	New Value	Value Label
	1	
0	2	0
1	3	1
10	4	10
11	5	11
12	6	12
13	7	13
14	8	14
15	9	15
16	10	16
17	11	17
18	12	18
2	13	2
20	14	20
21	15	21
22	16	22
25	17	25
3	18	3
30	19	30
31	20	31
34	21	34
4	22	4
40	23	40
5	24	5
6	25	6
7	26	7
8	27	8
9	28	9

VITA

Vance Johnson Lewis

Candidate for the Degree of

Doctor of Education

Dissertation: PREDICTION OF JOB SATISFACTION BASED ON WORKPLACE FACETS
FOR ADJUNCT BUSINESS FACULTY AT FOUR-YEAR UNIVERSITIES

Major Field: Higher Education

Minor Field: Business Management

Biographical:

Education:

Completed the requirements for the Doctor of Education in Higher Education at
Oklahoma State University, Stillwater, Oklahoma in May, 2012.

Completed the requirements for the Master of Education in Higher Education
Leadership at the University of Arkansas, Fayetteville, Arkansas in 2003.

Completed the requirements for the Bachelor of Business Administration in
Management at the University of Central Arkansas, Conway, Arkansas in 2000.

Experience:

Adjunct Faculty, Department of Management, University of Central Oklahoma,
Edmond, Oklahoma.

Lecturer, Department of Management, Oklahoma State University, Stillwater,
Oklahoma.

Adjunct Faculty, Department of Language Arts, Northern Oklahoma College,
Stillwater, Oklahoma.

Learning Specialist, Multimedia Learning Center, NorthWest Arkansas Community
College, Bentonville, Arkansas.

Professional Memberships:

Academy of Management

NASPA Student Affairs Administrators in Higher Education

Name: Vance Johnson Lewis

Date of Degree: May 4, 2012

Institution: Oklahoma State University

Location: Stillwater, Oklahoma

Title of Study: PREDICTION OF JOB SATISFACTION BASED ON WORKPLACE FACETS
FOR ADJUNCT BUSINESS FACULTY AT FOUR-YEAR UNIVERSITIES

Pages in Study: 100

Candidate for the Degree of Doctor of Education

Major Field: Higher Education

Minor Field: Business Management

Scope and Method of Study:

The purpose of this study was to examine the job satisfaction of adjuncts in the curriculum area of business at four-year universities and to determine the roles that individual job facets play in creating overall job satisfaction. To explore which job facets and demographics predict job satisfaction for the population, participants were asked to self-identify demographic factors and to complete a modified version of the Minnesota Job Satisfaction Questionnaire short form. The sample population consisted of adjunct faculty members teaching in the curriculum field of business at a semi-random sampling of doctoral, masters, and bachelors level institutions in the United States. Data was collected utilizing a self-administered electronic survey and the results were analyzed using multiple regression utilizing SPSS software.

Findings and Conclusions:

The results of this study indicated that adjunct faculty in the area of business are satisfied with their positions. These individuals also expressed satisfaction within 20 of the 22 tested job facets. For the population, the satisfaction level with intrinsic facets was found to predict satisfaction with individual extrinsic job facets. Satisfaction with Compensation was found to be a significant predictor of satisfaction with the remaining job facets. Years of employment was found to be an insignificant predictor of job satisfaction as was having employment outside of academia. Desire for full-time employment was found to be a significant, yet minimal, predictor of job satisfaction. From these findings, the researcher concluded that the population is satisfied with their positions and that to better understand the population and what serves to predict satisfaction for similar populations, more focus should be made on the values that adjuncts place on the individual facets rather than on the satisfaction with the individual facets. The researcher also found that the "job fit" of adjuncts needs to be considered as suitability for employment as an adjunct might be a better predictor of satisfaction than reasons for being an adjunct.

ADVISER'S APPROVAL: _____

Dr. Shabana Mir